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ABSTRACT

This module is the 10th of 10 in the Essential Communication and Documentation Skills curriculum. It develops final assessment and action planning, workplace literacy skills identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery and three references. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction and overview, spelling challenge, summary and review, posttraining assessment process, final portfolio preparation, individual development plan (IDP) process, individual conference with trainer, becoming a more effective learner on the job, and program closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. Additional sections include: personal progress portfolio and magazine articles. (YLB)

ED 380 687

Essential Communication and Documentation Skills Module: Final Assessment and Action Planning

Rockefeller College Workplace Literacy Program

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CE 068 680

ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS

for the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

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Joanne Casabella, Administrative Officer, Office for Research
Thomas J. Kinney, Director, Professional Development Program
Eugene J. Monaco, Deputy Director, Professional Development Program
Christine A. Katchmar, Workplace Literacy Project Director, Professional Development Program

New York State Division for Youth
Judith Blair, Director, Bureau of Staff Development and Training
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Brian Caldwell, Agency Training and Development Specialist, Bureau of Staff Development and Training

Governor's Office of Employee Relations
Diane Wagner, Program Administrator, Project Reach
Harriet Spector, Employee Relations Assistant, Project Reach

Civil Service Employees' Association
Ira Baumgarten, Director of Labor Education Action Program

The curriculum was designed to improve the competency of Division for Youth Direct Care Staff in the workplace areas of reading, writing, listening, speaking, observation, and decision making using contextualized workplace learning materials. Two additional accomplished goals were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning for the juvenile justice and adult literacy fields. The Professional Development Program of Rockefeller College, University at Albany, State University of New York, invites your questions regarding this project. The materials and ideas are available for duplication and use upon request to Rockefeller College Professional Development Program.

Albany, New York
July 1994

ACKNOWLEDGMENTS

The *Essential Communication and Documentation Skills for the New York State Division for Youth* curriculum manual with all its companion pieces and supplementary products came to fruition through the talents and commitments of many individuals. We would like to acknowledge all those for their efforts and to give special mention to the individuals and groups listed below, whose contributions were particularly valuable.

We acknowledge the New York State Division for Youth for welcoming this project and curriculum into its strategic training plan, and for providing the many staff members, the time, and the resources that were dedicated to the project implementation and curriculum development. We especially acknowledge the efforts of Brian Caldwell, Margaret Davis and Judith Blair of the Division's Bureau of Training and Development. Also appreciated are the staff of the Division for Youth's Training Centers, including but not limited to Greg Gallina, Terry Keith Smith, and Reginald Osterhoudt of the Highland and Pyramid Training Centers; Gale Smith, Patsy Murray, Munna Rubaii, and Debra Peete of the MacCormack Training Center; Rick Quinn of the Industry Training Center; and Phyllis Patricelli, Dena Thompson, Margaret Smith, and Margaret Kinney Trolio of the Tryon Training Center. Many personnel from the DFY Central Office also deserve appreciation, particularly the support staff, including Sandy Vanier, Karen Tribley-Smith, Suzanne Pohlmann, and Shirley Clark. We would like to give special acknowledgments to the many Youth Division Aides, supervisors, and managers from throughout the New York State Division for Youth who willingly participated in the literacy task analyses, the focus groups, the field tests of the curriculum, the pilot tests, and the many other activities that were instrumental in bringing this curriculum and project to its final state.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH and tutoring issues for New York State government and for being the inspiration behind the original project proposal to the National Workplace Literacy Program. Without Diane's expertise in the operation of REACH across all New York State agencies and her close working relationship with Literacy Volunteers of America - New York State, the tutoring component of this project could not have been implemented.

We further appreciate the insight and involvement of Ira Baumgarten of the New York State Civil Service Employee's Association, Project LEAP who, as the representative for the labor perspective, continually brought the implementation of project elements and the development of the curriculum around to an awareness of the worker's need. His breadth of experience in varying levels of educational programming across the agencies of New York State Government provided a valuable perspective regarding the institutionalization process within the Division for Youth.

We would also like to give acknowledgment to Jorie Philippi, Principal Evaluator, Performance Plus Learning Consultants, Inc. as the external evaluator of the project. In providing insightful feedback through interim evaluation reports and numerous discussions, Ms. Philippi helped to keep the project on course and true to its goals and objectives. Her experience in evaluating and implementing numerous workplace literacy programs throughout the United States under the United States Department of Education's sponsorship and as a private consultant served the project well. She was able to quell anxieties as well as provide expert advice for program development and operation through all phases of the project implementation. Her efforts and expertise are greatly appreciated.

We thank the members of the Literacy Advisory Committee and the Program Planning Committee for their time commitment and expert advice regarding project design and implementation from the varying perspectives that each member brought to the meetings and other sessions.

At the Rockefeller Professional Development Program we would like to acknowledge Judith Anderson, Computer Specialist, Sally Berdan, Director of Publications, George Dowse, Graphic Artist, and Bob Richardson, Senior Editor, for consultation in their areas of expertise. And, finally, for his professional oversight and unflagging support throughout the entire project design and implementation, we thank Eugene J. Monaco, Special Assistant to the Provost of Rockefeller College for Professional Development, Training, and Research.

The drafts of the curriculum and all companion pieces were the products of a team of expert curriculum developers consisting of Muriel Medina, Ph.D., Mary Hall, and Christine Katchmar of Rockefeller College and Brian Caldwell of the New York State Division for Youth, ably assisted in word processing and graphic design by Sandy Guntner and Mary Campney of Rockefeller College. The creative dynamic that this team achieved and maintained during the arduous curriculum development process was instrumental in achieving the high quality that the final products have. The willingness of all team members to work above and beyond the regular work periods all across New York State was reflective of the level of commitment to a quality effort. The level of collaboration between the work site representative and the educational representative that was achieved by the members of the team helped to make the curriculum a truly contextualized workplace literacy product. We appreciate all the efforts of this talented team.

PREFACE

Essential Communication and Documentation Skills for Youth Division Aides of the New York State Division for Youth was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Rockefeller College Professional Development Program – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the workforce."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

In 1993 Rockefeller College received the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context of the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities. Initial input from focus groups and an Advisory Committee of Administrators, supervisors, and employees of DFY was integral to the curriculum development. This input, combined with the results of the extensive field work, laid the foundation for development of the 40-hour curriculum entitled *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by extensive review and input from training staff and supervisors of DFY.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

YDAs were selected by supervisors to attend Essentials for the first six months of operation of the program. The curriculum is now a core component of the training given by DFY to all newly- hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training for all newly hired YDAs, and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they may be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services. such as tutoring, for select YDAs.

The Tutoring Component

The impetus for the proposal to the NWLP for this project came from Project REACH, which, with CSEA, had had broad statewide experience with workers like the DFY YDA, and which had become well aware of the literacy needs of New York state employees. The tutoring component of this workplace literacy project was provided through Project REACH and CSEA's in-kind support. Project REACH is the workplace basic skills program available to all CSEA-represented New York State employees. Project REACH is a joint labor/management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. REACH has been providing basic skills instruction and support for New York State employees since 1986.

Both CSEA and GOER -Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they had become aware of the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA received through the 40-hour *Essentials* program, if needed.

Since Project REACH and CSEA had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. As designed, DFY YDAs are invited to set up tutoring sessions with an LVA NYS tutor through GOER-Project REACH. The YDA attends tutoring either on his/her own time, or during the workday with one-half of the session donated by DFY as an hour of compensated employment and the other half given from the employee's time.

Two supplemental products, *The Guide to Contextualized Workplace Tutoring* for Tutors and its companion, the *Affiliate Administrator's Guide*, were developed through the project to assist LVA volunteers with the tutoring of the YDA to insure that the tutoring complemented the *Essentials* program and was contextualized to the DFY workplace. The *Affiliate Administrator's Guide* assists LVA NYS Affiliate Administrators in implementing the tutoring within their local affiliate and its ongoing association with Project REACH. These products were collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College.

Unique Project Features

The *Essentials* curriculum was carefully designed to improve the competency of Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. Two additional goals to be accomplished were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning. These goals were projected to be accomplished through some unique features, as follows:

- A 40-hour customized curriculum with all training materials contextualized to the workplace of the New York State Division for Youth and the job of the Youth Division Aide
- A customized workplace literacy skills assessment that would inform instruction and be used as the basis of the YDA's Individual Development Plan
- A 4-hour learning skills module that would be incorporated into the 40-hour curriculum
- Delivery of the 40-hour curriculum to DFY Youth Division Aides throughout New York State in DFY Training Centers supplemented with follow-up tutoring and mentoring at the worksite
- Training Center and home unit teams that would include instructors, mentors, and tutors to implement the Individual Development Plans
- Training modules and program guides for instructors, mentors, and tutors
- Periodic administration of workplace literacy assessment measures to examine the effects of training
- Training of trainers to develop up to 50 instructors able to deliver the 40-hour curriculum in order to create the capacity to continue the program after NWLP funding ceased
- Dissemination of the curriculum to the adult literacy and juvenile justice fields
- Program evaluation following the CIPP model and conducted by Performance Plus Learning Consultants, Inc., Jorie Philippi, Principal Evaluator

The materials and ideas contained in this manual are available for duplication and use upon request to Rockefeller College. The video tape mentioned in the curriculum, as well as both the tutoring component supplemental materials, *Guide to Contextualized Workplace Tutoring* and *Affiliate Administrator's Guide* are available upon request. The hope is that the curriculum and other products will be instrumental for others to continue the work conceived and initiated within the New York State Division for Youth by Rockefeller College and its partners through the Rockefeller College Workplace Literacy Program and the United States Department of Education National Workplace Literacy Program.

The Rockefeller College Professional Development Program is pleased to have been a part of such a dynamic and collaborative development process. We invite your questions regarding this project and the *Essential Communication and Documentation Skills* curriculum manual and its supplementary products. You may reach us at 518-442-5422 (phone); 518-442-5768 (fax), or you may write our offices at 135 Western Avenue, Richardson Hall, Albany, New York 12222.

Christine A. Katchmar, Program Director
Albany, New York
December 1994

FOR THE TRAINER:

Using the Curriculum Manual for *Essential Communication and Documentation Skills*

Introduction to the Curriculum

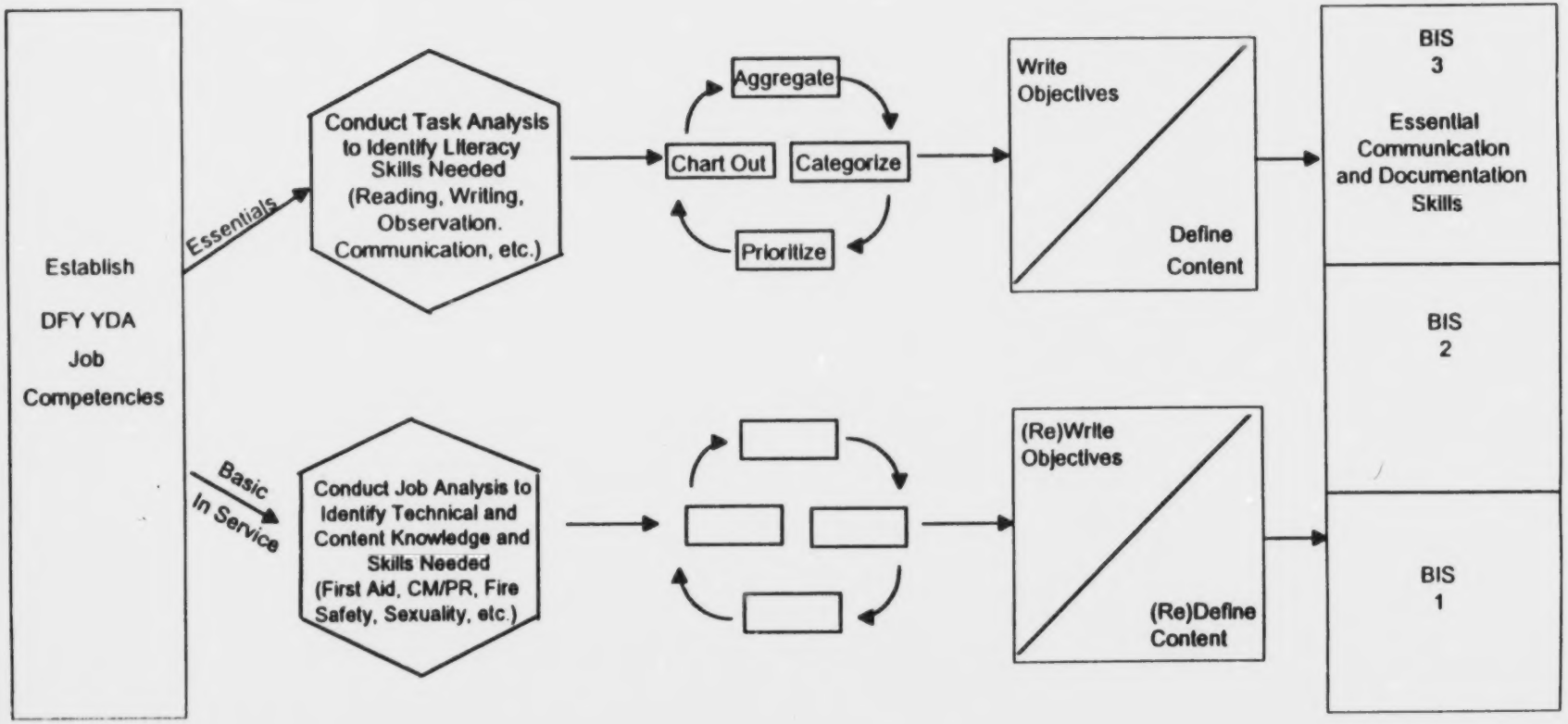
Welcome to *Essential Communication and Documentation Skills*, a comprehensive workplace literacy curriculum that was developed in 1993-4 for and in collaboration with the New York State Division for Youth through the Rockefeller College Workplace Literacy Program under the auspices of a National Workplace Literacy Program grant (FY 92) in partnership with the NYS GOER - Project REACH and CSEA. The curriculum was designed to improve the ability of the New York State Division for Youth's direct care staff to do their jobs better in the residential facilities of the Division for Youth throughout New York State.

Essentials is not job training; it is a workplace literacy program, designed to improve worker competencies in the areas of workplace, reading, writing, listening, speaking, observation, and decision making both on basic and higher order skill and knowledge levels. *Essentials* is an example of contextualized learning. This means it is based on the working environment and materials where the trainees work, in this case the New York State Division for Youth (NYSDFY).

As you review the *Essentials* curriculum manual, you will notice that all training materials are contextualized to the workplace of the New York State Division for Youth and the specific job of the Youth Division Aide. Actual workplace materials from the DFY facilities are used as the basis for instruction, especially in the Reading and Form Documentation modules. The curriculum was developed using the curriculum development model shown in Figure 1.

While this curriculum manual is intended to be a resource that a trainer can use as a guide for conducting the *Essentials* training at the DFY Training Centers across New York State, it can also be used to develop specific lessons or plans for similar instruction for similar employees at like work sites. The curriculum follows an adult learning instructional philosophy and presents general principles as well as detailed instructions for conducting a successful training program contextualized to the juvenile justice workplace and the job of the direct care worker. It is recommended that agencies outside of the NYS Division for Youth who wish to use this curriculum develop instructional materials from their own work sites to enhance the transfer of skill development from training to on-the-job. Rockefeller College offers technical assistance and training that would assist your agency in this tailoring process. However, tailoring is not required; the basic and higher order skills that are targeted for development can be successfully addressed with other audiences using the materials in the manual. Other agencies will be able to successfully adapt this curriculum to their workplace training by using the examples of materials found in this manual

CURRICULUM DEVELOPMENT PROCESS
for
Revision of NYS DFY Basic In Service Training Program



Philosophy

The philosophy underlying *Essentials* shaped the content and instructional processes of the curriculum as well as the roles of the participants and the trainers in the learning.

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves - both basic and higher order. Participants strengthen their skill and knowledge within the framework of work-related tasks through both individual and collaborative practices, completing these tasks that simulate practices on the job.

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDA's knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skill and knowledge.

Participants are expected to be involved, responsible, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives. They build the content of certain modules by developing and acting out work-related skits that form the basis for class exercises. Throughout, the participants provide feedback to one another, helping each other to assess and improve skills, while gaining knowledge. On the final day of the 5-day program, the participants develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plans (IDP) reflects the emphasis of their being in control of and responsible for their own ongoing learning, a philosophical cornerstone of the entire curriculum.

Instructional Techniques and the Trainer's Role

The instructional processes of *Essentials* are designed to address and encourage a variety of learning styles. They include:

- Trainer presentation
- Whole group discussion and brainstorming
- Individual skill-building activities
- Paired skill-building activities
- Small group skill-building activities
- Problem-solving and decision-making activities
- Role plays

These methods are highly interactive and participatory. The role of the trainer is to facilitate and encourage interaction through the variety of opportunities that the above provide.

Throughout *Essentials*, the participants learn by watching , listening, and doing as well as from their own feelings, reflections, and personal reactions. They have time to think about situations and to analyze ideas. The trainer will be challenged to adapt to the workplace contexts that evolve spontaneously and enrich these learning processes. One of the most important things the trainer will do is increase participant confidence and self esteem while facilitating the development of skill and knowledge.

Structure of the *Essentials* Curriculum Manual

Essentials consists of 10 modules:

- Introduction and Orientation to the Program
- Observation Skills
- Decision Making
- Listening and Speaking
- Giving Directions to Residents
- Making Oral Reports
- Reading on the Job
- Form Documentation
- Writing Logs and Reports
- Final Assessment and Action Planning

An initial skimming of the manual in the order in which these modules appear will provide an overall sense of the scope and direction of the content. **Introduction and Orientation to the Program** establishes the program objectives and sets the tone for the full week of training. The next eight modules (see list above) develop the actual workplace literacy skills identified as being directly related to the job of the direct care worker. These modules use materials and activities contextualized to the job and the workplace of the DFY YDA in a sequential progress designed to build skill and knowledge in an integrated manner. The concluding module, **Final Assessment and Action Planning**, assists the training participants in establishing goals to continue their professional development beyond the foundation that was established in *Essentials*.

Each module is consistently divided into seven sections to facilitate understanding of the module and the entire curriculum as well as to enhance ease of instruction and learning:

- Design Cover Sheet
- Preparation Cover Sheet
- Presentation Overview
- Presentation Guide for the Trainer
- Flip Chart Masters
- Supplemental Notes and Materials for the Trainer
- Participant's Materials

This structure helps the trainer because each section serves a specific purpose to assist in delivering the curriculum.

Immediately after the module title page is the **Design Cover Sheet**. This gives an overview of the module design, including its title, purpose, methods, performance objectives and evaluation procedures. The **Preparation Cover Sheet** then lists the equipment and supplies required, the media support, if any, the necessary participant materials and handouts, the instructor's materials and preparation steps, and options or variations in delivery. The **Presentation Overview** lists the module's activity titles, the method of delivery, the purpose, and the estimated time the activity will take along with a total estimated time for the entire module. Following these overview sheets is the detailed **Presentation Guide for the Trainer**, a comprehensive and detailed step-by- step guide for the delivery of the module activities. Each module also includes a copy of the **Flip Chart Masters** and the section, **Supplemental Notes and Materials for the Trainer**, which provides additional information and resources to enhance the trainer's understanding of each module's materials and objectives. A **Participant's Materials section provides** the complete packet of the materials that each participant should receive during the delivery of the program; it may be photocopied with the permission of Rockefeller College (518) 442-5422.

Additional Materials

The *Essential Communication and Documentation Skills* videotape was created to be used with the curriculum for the assessment process and for the observation and decision making processes. This tape is available from Rockefeller College to agencies who plan to implement this curriculum.

For the **Reading and Form Documentation** Modules, *Essentials* uses forms that are completed on a regular basis in facilities and NYS DFY policies. These materials appear in the *Essentials* curriculum in the section **Additional Materials**. The instructional process will work best if these readings and forms are provided in separately bound (or stapled) versions. The agency implementing the curriculum should select similar readings and forms from their own workplace.

Two additional resources supplement the *Essentials* learning program. The first, the ***Guide to Contextualized Workplace Tutoring***, a guide for Literacy Volunteers of America - New York State volunteer tutors is available to assist these tutors in developing contextualized tutoring activities for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. This resource is provided to local LVA affiliates through the New York State Governor's Office of Employee Relations - Project REACH. If at the conclusion of Day 5 a participant chooses to access supplementary individualized tutoring, NYSDFY has set up a relationship with REACH and a process with LVA for the employee to receive tutoring on the job. The second resource, the ***Affiliate Administrator's Guide***, is for the LVA Affiliate Administrator to operate the tutoring component. These are both available through the Rockefeller College Workplace Literacy Program. Other organizations outside of NYS DFY may find these two resources valuable if they are interested in using the services of their local LVA affiliate.

Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, assessment is conducted by doing tasks that direct care workers actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

Pre and Post Assessment - These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, participants watch a video cutting of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, participants are directed to perform six tasks. They:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY policy related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' basic skills in completing job tasks. The pre-assessment can determine a focus for training activity during the week; the post-assessment will illustrate the participant's growth as a result of training and provides a valuable tool for self instruction.

Self-Assessment - In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve. The trainer's role is to facilitate this self assessment and encourage objectivity.

Trainer Assessment - Throughout *Essentials*, trainers observe and give input on participants' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans. To become proficient in this process is challenging and rewarding. The trainer should keep in the forefront the principle that the participant is responsible for the learning and avoid any value-laden and judgmental comments or reactions. The trainer should consciously place the responsibility for the final assessment on the participant.

Peer Assessment - Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner. The trainer, again, will need to facilitate this process.

Portfolio Assessment - As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas. Trainers monitor the collection of portfolio items and encourage participation.

In *Essentials*, assessment is woven into the curriculum. The assessment processes are designed to address the varying learning styles that the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program. The trainer needs to familiarize him/herself with all the processes used and examine the curriculum guide to identify opportunities for application.

Logistics

Time - *Essentials* is best held during the regular 8-hour work day. The times given in the curriculum manual for activities and modules are fairly true to real time of accomplishment. Times, however, will vary depending upon the number of participants since many activities are dependent upon participant interaction.

Numbers - Suggested numbers of participants are included in the **Design Cover Sheet.** As suggested, it is best to keep the size of training groups down to 20. Suggested numbers for breakout groups are given. It is important to follow these suggestions.

Space - The training room should have enough room for the 20 participants to develop and act out the skits and role plays and to break into small groups for activities. Having a second space is very helpful but not absolutely necessary as long as the main training space is large enough to allow for ease of movement and separation of participants. Tables, as well as chairs, are necessary since the participants do a considerable amount of writing and need good writing surfaces. This is especially important during the pre-and post-training assessment activities, during the Individual Development Plan development, and for the writing module. Since *Essentials* is conducted for five consecutive days, rearranging the space and participants periodically will help keep energy and interest high.

Other - Detailed information regarding materials, equipment, audiovisual aids, handouts, etc. are provided in each modules' **Preparation Cover Sheet**.

Preparing Yourself for Training: A Final Word

The *Essentials* curriculum manual is fairly self-explanatory. You can best prepare yourself to provide quality, contextualized training for the NYS DFY YDA or other direct care worker at a juvenile justice facility if you:

- Thoroughly review the trainer preparation sections of the manual: the **Design Preparation Sheet**, the **Presentation Overview** and the **Presentation Guide**, and the **Supplemental Notes for the Trainer**.
- Thoroughly review the audiovisual materials and the Participants' Materials, including the participants' supplemental readings and forms.
- Explore the ways in which day one and day five contribute to the training goals for the week, the pre-and post-assessments, the Personal Progress Portfolio, the Individual Development Plan, and the self-instructional learning assessments.
- If possible, take an in-service training of trainers program offered through the Rockefeller College Workplace Literacy Program, which educates the trainer on the instructional techniques and approaches in *Essentials*.
- Practice some of the activities in each module with a population similar to the YDA population.

We wish you success in your training assignment. We will continue to be available for any discussion or questions you may have in the process.

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MODULE

FINAL ASSESSMENT AND ACTION PLANNING

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DESIGN COVER SHEET - OVERVIEW

For Module:
Final Assessment And Action Planning

Module/Workshop Title:	Final Assessment and Action Planning	**#:**
Course Title:	Essential Communication and Documentation Skills	**#:**
Prepared by:	Staff of Rockefeller College, University at Albany, SUNY in collaboration with staff of New York State Division for Youth	**Date**: July 1994
Purpose/Goal:	To bring all the elements of the skills program together	
Suggested Presenter(s):	DFY Staff and/or Adult Basic Education instructors who have completed the *Essentials' Training of Trainers*	

Total Time:

6 - 8 hours

Suggested Schedule:

A.M. & P.M. Session of Day 5

Target Population/Qualifications:

Direct Service Staff who have completed Pre-Service and BIS 1

Number Of Participants:

8 - 24 maximum

Methods Used:

- Trainer Presentations
- Whole group discussion
- Individual activities
- Partner activities
- Participant and facilitator consultation
- Self assessment and self directed learning

Performance Objectives:

Upon completing module, participants will be able to:

- Determine professional development goals in the areas of:
  - observation skills
  - decision making skills
  - oral communication skills
  - reading skills
  - writing skills
  - effective learning skills
- Prepare Individual Development Plans for accomplishing these goals, using planning and writing strategies

Evaluation Procedures:

- Self assessment
- Peer feedback
- Facilitator observation
- Facilitator conference with participant

DESIGN COVER SHEET - PREPARATION

For Module:
Final Assessment and Action Planning

Physical Setting: (e.g. room size, furniture arrangement)

Room should be large enough to accommodate 8 - 24 participants plus instructors; chairs should be movable to reconfigure for group and individual activity; tables should be available for writing activities; room should have capability of showing a group role play to the entire training group.

Equipment and Supplies:

#	Item
x	easel/newsprint
x	markers
x	masking tape
x	notepads
x	pens/pencils
	nametags/tents
x	training records
x	other: dictionaries
x	participant portfolios
x	Project Reach Brochures

Multi Media Support:

#	Item
x	VCR/monitor (type:)
x	videotape (length:) *Essentials*
	camcorder (video camera)
	16 mm. projector
	film (length)
	screen
	overhead projector
	other:

Student Materials/Handouts: (title, number needed of each)

Participant Packets, including the following handouts:

1. Mind Map of Program Content
2. List of Portfolio Contents
3. The Individual Development Plan Process
4. Becoming a More Effective Learner (2p)
5. Modes of Intaking Information
6. How to Find Your Preferred Sensory Learning Style
7. Preferred Sensory Style
8. Learning Channel Preference

List of Spelling Words for after the Spelling Challenge Game

Participant Materials (Packet) for The Assessment Process, including:

Task 1: Observation
Task 2: Decision Making
Task 3: Writing (Logs)
Task 4: Writing (Reports)
Blank B/I/A Report
Task 5: Reading
DFY Reading: Use of Physical Force in Facilities (1p)
Summary page
Task 6: Oral Communication (2p)

Participant Materials (Packet) for The Individual Development Plan

A. Observation Skills
B. Oral Communication Skills
C. Decision Making Skills
D. Reading Skills
E. Writing Skills
F. Effective Learning
G. IDP Timeline

Participant Instruments for Becoming a More Effective Learner, including:

1. Learning Style Inventory
2. Learning Channel Preference (Handouts 5-8 above)
3. The Learning Preference Assessment

Article(s) for Reading:
"The Code of the Streets"
"How People Become Effective Learners"

Instructor Materials/Preparation: (e.g. prepare visuals, prearrange groupings)

Prepare AV materials:

AV 1: Overview
AV 2: Module Objectives
AV 3.1 & 3.2: Spelling Challenge
AV 4: Program Objectives
AV 5: Mind Map of Program Content
AV 6: List of Portfolio Contents
AV 7: IDP Brainstorm

Prepare for Post Training Assessment and Process
Familiarize yourself with the IDP process
Review the conference protocol in the Supplementary Notes and Materials for the Trainer

Options/Variations:

The Spelling Challenge Game Activity can be done as a culminating activity for Day 4, the Writing Module.

References:

O'Brien, Lynn, Specific Diagnostice, Inc., Rockville, MD, 1985

Rose, Colin, *Accelerated Learning*, Accelerated Learning Systems, Ltd., 1985

Schwenker, Chris, *Maximizing Learning Power: A Workshop*, Rochester, NY, 1993

PRESENTATION OVERVIEW

For Module:
Final Assessment and Action Planning

Time Presenter	Activity Title/Method/Purpose
20 minutes	**Introduction and Overview of Activities** *Group activity; trainer presentation* To forecast the work of the day
60 minutes	**Spelling Challenge** *Trainer presentation; large group activity* To provide an energizing activity related to basic skills needs at DFY
30 minutes	**Summary and Review** *Individual Mind Map - Group Mind Map: What was this week about?* To provide opportunity to bring together contents of the program
60 minutes	**Post Training Assessment Process** *Individual activity* To provide an opportunity to assess one's own growth in skills development
10 minutes	**Final Portfolio Preparation** *Individual activity* To organize individual papers for the Individual Development Plan and conference

60 minutes	**Individual Development Plan Process** *Trainer presentation; trainer-led individual skill-building activity* To assess and develop individual progress plans
2 - 3 hours total	**Individual Conference with Trainer** *Dyadic conference (Twenty minutes per participant; 6:1 ratio)* To provide opportunity to review and refine the IDP; to discuss assessment results and need for DFY support (i.e., LVA, supervisory, training)
	concurrent with:
2 - 3 hours total	**Becoming a More Effective Learner on the Job** *Individual self instruction* To assess individual learning preferences
30 minutes	**Program Closure** *Trainer-led discussion* To process the day's activities
Total Time	**7.5 hours**

PRESENTATION GUIDE FOR THE TRAINER

PRESENTATION GUIDE

For Module:
Final Assessment and Action Planning

Time Presenter	Activity Guidelines	Materials
20 minutes	**Introduction and Overview of Activities** *Trainer presentation* Welcome the group and present the overview of this final day of the program, using AV 1. Explain briefly the activities that they will participate in during each instructional component: • Spelling Challenge • Summary and review • Post-training assessment • Final portfolio preparation • Individual Development Plan (IDP) • Becoming a more effective learner on the job • Individual conference with trainer • IDP revision • Program closure Present the module objectives at this time. Show AV 2.	AV 1: Overview AV 2: Module Objectives

Time Presenter	Activity Guidelines	Materials
60 minutes	**Spelling Challenge** *Group activity* Since this is the last day of the five-day program and participants have been working very hard and have been task-oriented all week (and so have you), and since you will all be working just as hard today, the following activity is a light, energizing warm-up. (**Trainer's Note:** If time does not allow for an hour, do an alternative energizer/warm-up activity.) *Trainer presentation; large group activity* Give an overview of the Spelling Challenge Game. - The group will be divided into two teams - Each team will be given a list of words that staff frequently use when they write log entries and Behavior/Incident/Activity Reports. - They will select words from the list (or from other words in the workplace) to present a Spelling Challenge to the other team. Explain Sections A. B. C., and D. of the Spelling Challenge Game. (See below.) Use AV 3.1 and 3.2 as you explain Section D, the Scoring. After explaining the game, divide participants into two teams. Remind the teams they will need to select a Writer. Give each team a list of words that staff frequently use when they write log entries and Behavior/Incident/Activity Reports. (**Trainer's Note:** See Trainers Notes for list of spelling words. Also, teams may use dictionaries to verify the correct spelling of words when they prepare their challenge, but **not** after the Challenge Game has begun.) Tell the teams they will have 15 minutes to prepare their challenges. Then send the teams off to separate areas to do their work. Circulate between the teams as they are working to verify that they are using their challenge words correctly in a sentence. After 15 minutes, call the teams back and begin the Challenges.	AV 3.1 & 3.2 Spelling Challenge Scoring Supplemental Notes and Materials for the Trainer

Time Presenter	Activity Guidelines	Materials

Spelling Challenge Game Rules

A. Prepare your challenge words.

Both teams prepare their challenge by doing the following four tasks:

1. Each team selects five to ten words from its list to present as a challenge to the other team.

(**Note:** Trainer decides the number of words that will be appropriate for the available time. For example, it may take half an hour to play the game if each team chooses eight words.)

2. For each challenge word, decide how to present the word to the other team. Either:
   a. write the word correctly, or
   b. misspell the word.

3. For each word, develop a sentence using that word.

4. Verify with the workshop trainer that each word is being used correctly in the sentence.

5. Write out the sentences for the Writer to read later.

B. Presenting the Challenge
The challenging team (Team A):

The Writer:
1. goes to the front of the room.
2. states the word and reads aloud the sentence using that word.
3. prints the word legibly in lower-case letters. (Do not use any capital letters unless the word is a proper noun.)

C. Answering the Challenge
The team receiving the challenge (Team B):

1. The team decides whether the word is:
   a. written correctly, or
   b. misspelled. If misspelled, Team B must decide on the correct spelling.

2. Team B presents its decision as to whether the word was spelled correctly or misspelled.

3. If misspelled, the Writer goes up to the newsprint and prints the word as the team has decided it should be spelled. (Do not use any capital letters unless the word is a proper noun.)

4. Team A tells Team B if the decision is correct.

Time Presenter	Activity Guidelines	Materials
	D. Scoring The trainer figures Team B's score and enters it on a newsprint sheet . Points are awarded as follows: **1 point:** Word is misspelled, Team B says it is misspelled **and** gives the correct spelling **1 point:** Word is spelled correctly and Team B says it is spelled correctly **0 points:** Word is spelled correctly but Team B says it is misspelled **(Note:** If the team presenting the challenge word misspells its "correct" spelling, that team has 1 point deducted from its score.) **E. Teams change roles. Team B becomes the challenging team and Team A receives the challenge.** Continue the process until all challenge words have been presented (or until you run out of time). *Closing Activity of Spelling Challenge Game* Pass out copies of both lists of words to each participant. Have participants mark any words they are not sure of spelling and encourage them to extend this "spelling challenge" to themselves -- taking on the challenge of learning how to spell these words .	AV 3.1 & 3.2 Supplemental Notes and Materials for the Trainer

Time Presenter	Activity Guidelines	Materials
30 minutes	**Summary and Review** *Individual activity, group activity*	
	Review the Program Objectives from Day 1 of the training using AV 4. Ask participants whether the objectives were met. Ask them to refer in their portfolio to their own personal objective(s) (Handout 2 from day 1, Orientation) and ask if it was met.	AV 4: Program Objectives
	Show the Mind Map of the program on AV 5 with its 6 branches. Write in the 6 branches on the newsprint as you go over the summary of content: • Observation • Decision Making • Oral Communication • Reading • Writing • Effective Learning	AV 5: Mind Map of Program Content
	Have them take out Handout 1 (from this module) and add further content detail with additional branches. Demonstrate in front, if necessary. After about 10 minutes, focus the group's attention up front and ask for volunteers to help build/grow the branches. Have them each come up front to do this.	Handout 1: Mind Map of Program Content
	Draw closure to this activity by a strong acknowledgment of and appreciation for the hard work done by the group all week in covering such challenging content.	

Time Presenter	Activity Guidelines	Materials
60 minutes	**Post Training Assessment Process** *Individual activity* Set up the video to play the Assessment cut of the *Essentials* tape. Briefly summarize the Assessment Process and Rationale for the participants. Distribute Assessment Participant Packets, directing participants not to open them or turn pages until directed to do so. Have participants complete the Date and either Name or Code on the cover page. **Note: Tell participants to use "Resident Green" (green shirt), "Black" (black shirt), "YDA Yellow" or 1, 2, 3, etc. to identify the people in the video.** Show the video cutting selected for assessment. (No note taking.) Have staff open their packets and complete the following tasks: 1. Turn to Task 1 and write notes on what they observed. (Give them 3 minutes to do so.) 2. Turn to Task 2 and write the decisions that they think should result at this point (i.e., What should the YDA on duty say and/or do in addressing the situation?). (3 minutes) 3. Turn to Task 3 and write the unit log entry that should accompany the incident. (5 minutes) 4. Turn to Task 4 and write the B/I/A Report on the corresponding B/I/A Report Form, completing today's Date and Time, specifics of the report, and action taken. Do not sign the report form for confidentiality. (10 minutes) 5. Turn to Task 5 and have them pull out the reading material to do the following: a. Read the DFY policy (2 minutes). b. Write notes to help recall content using the policy (2 minutes). Collect the policy when done. c. Finally, without the policy, have participants review their notes (30 seconds) and write a summary in their own words (3 minutes). 6. Turn to Task 6 and complete it as directed. (15 minutes) Have participants keep the post assessment for their portfolio. Pass out their pre assessments for their portfolio.	VCR; Monitor Videotape: *Essentials* Assessment cut Participant Materials for Assessment

Time Presenter	Activity Guidelines	Materials
10 minutes	**Final Portfolio Preparation** *Individual activity* Have participants take out their Personal Progress Portfolios and do a final organization in preparation for the Individual Development Plan process and their individual conference. Have them put their Post Assessment and Pre-Assessment in their P.P.P. Show AV 6 and direct them to verify that their P.P.P. is complete. Have participants use Handout 2: List of Portfolio Contents as the table of contents for their Personal Progress Portfolios.	Personal Progress Portfolio AV 6: List of Portfolio Contents Handout 2: List of Portfolio Contents
60 minutes	**Individual Development Plan Process** *Trainer presentation* Go over the purpose for Individual Development Plans (IDP): • To continue their professional development in the areas of communication and documentation; • to be proactive about their learning; and • to ensure success by deciding on goals that are important to them and making step-by-step plans for reaching those goals. Have participants take out Handout 3: "IDP Development Process." Point out that this is similar to the process they used in writing B/I/A Reports during the Writing module. Briefly go over the sections of the process. *Trainer-led individual skill building activity* Refer participants to Section A of Handout 3: "IDP Development Process." Explain that the purpose of this activity is to help participants expand and clarify their thinking about their own development goals. Read the following questions aloud from AV 7. After each question, pause and allow time for participants to think about the question and jot down some notes. (Use the back of Handout 3.) • How can you sharpen your observation skills? • How can you improve your communication skills at work? • How can you improve the way you make decisions on the job? • In what ways would you like to improve your reading skills? • What aspects of your writing do you want to improve? Direct them to review their Summary and Closure Activities in their Personal Progress Portfolio.	Handout 3: IDP Development Process AV 7: IDP Brainstorm

Time Presenter	Activity Guidelines	Materials
	Pass out the *Participant Materials for the Individual Development Plan* and go over the format and content. Tell participants they will complete Sections A-E and the One Year Timeline initially. They will complete Section F later after they have completed the individual learning style instruments. Tell participants that, when they have finished drafting the IDP, (and sharing it with a partner, see trainer's notes below) they will meet with a trainer before they finalize their IDP. Explain that the participants will do the following with the trainer: 1. Review the materials in their portfolios. 2. Go over the results of their pre-assessment and post-assessment. 3. Discuss each section of their IDP, particularly how they plan to measure improvement, how they will know that they have achieved their goals, and the support they will need. Remind participants that they will also be working with a partner to further develop their IDP and to give feedback on their partner's plan. Review principles of good feedback.	Individual Development Plan Handout 3: IDP Development Process
	Have each participant choose a partner. Tell them to go over as many sections as they wish with their partner. (**Trainer's Notes:** Do not assign partners since it is important that participants feel comfortable with whomever they work. In the interest of time, trainers may have participants partner for their IDP either before or after their individual conference with a trainer.) Now, using their notes from the individual brainstorming session, their pre and post assessments, and their Personal Progress Portfolios, have participants develop a draft of their Individual Development Plan. Encourage them to set at least one goal in each of the five areas. Try to provide a space and an atmosphere of privacy for this activity. Point out that the One Year Planning Timeline (the last page) is a summary of the specific steps for reaching their goals. Remind participants to continue to: • refer to materials in their individual portfolio; • look at the results from their pre- and post-assessments. as they work on their Plan.	IDP draft portfolio pencil

Time Presenter	Activity Guidelines	Materials
2 - 3 hours	**Individual Conference with Trainer** *Dyadic conference* Participant meets with one of the workshop Trainers to go over IDP and get Trainer's input. Participant and Trainer negotiate any changes. Trainers should follow the protocol outlined in the trainer's supplement.	Supplemental Notes and Materials for the Trainer
2 - 3 hours	**Becoming a More Effective Learner on the Job** *Individual self instruction* Participants will begin their interviews on a first come-first served basis. Once the other trainers have begun their conferences, ask participants to tell you when their IDPs are complete and keep a list. As each interviewer becomes available, call the next person on the list. Keep a good record of who is doing/has completed which tasks. See Supplemental Notes for charts to help monitor the activity.	Supplemental Notes and Materials for the Trainer
	As each person awaits their conference, direct them to Handout 4. Instruct them to take notes on the Handout as they analyze each of three instruments they will be completing which are designed to increase self-awareness of their learning styles and their motivation for self-directed learning.	Handout 4: Becoming a More Effective Learner
	Have the instruments available in the following order for participants to select, one at a time, as they complete the previous instrument: Learning Style Inventory Learning Channel Preference The Learning Preference Assessment Circulate among the group providing assistance and answering questions. As participants finish each instrument, discuss their findings. If people finish instruments at the same time, you may be able to discuss in small groups.	Instruments: 1. Learning Style Inventory 2. Learning Channel Preference-Handouts 5, 6, 7, & 8 3. Learning Preference Assessment
	When participants return from their conferences, have them revise their IDP before they resume the Effective Learner piece. Have them share their IDP with their partner if they have not yet done so. Once participants complete all three instruments, ask them to complete the page on their Individual Development Plan on this topic of Effective Learning.	
	As participants complete all the above activities, give them copies of available articles to read. Encourage staff to take copies of articles with them if they run out of reading time during training.	Articles: *The Code of the Streets; How People Become Effective Learners*

Time Presenter	Activity Guidelines	Materials
30 minutes	**Program Closure** *Trainer-led discussion* Lead participants in a debriefing discussion about their IDPs and the process they have gone through in developing them. • How do you feel about your plans? • Can you continue this discussion about your plans with co-workers as you implement them this coming year? • What support do you need from your facility, co-workers, and DFY to accomplish your plans? What additional training? Lead them in debriefing what they learned from the self-assessment instruments, especially the LSI. **Trainer note:** Have a co-trainer take notes on newsprint during this discussion, particularly about the support needed from the facility, DFY, and co-workers. This could be shared with the facility director or training coordinator at another time. Invite volunteers to share one of their goals and briefly summarize their plans for reaching that goal. If time permits, encourage each participant to share one goal. Summarize the module and entire *Essentials* workshop, referring back to the objectives. Lead the group in a discussion of how participants are going to follow-up on what they have worked on during the workshop back on the job in their facility, with tutors, or other continuing learning experiences.	IDP AV 4: Program Objectives AV 2: Module Objectives

FLIP CHART MASTERS

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Overview

- Introduction and overview of activities
- Spelling challenge
- Summary and review
- Post-training assessment
- Portfolio preparation
- Individual Development Plan (IDP)
- Becoming a more effective learner on the job
- Individual conference with trainer
- IDP revision
- Program closure

Module Objectives

- Identify one's own areas of strength and areas for improvement in each of the skills areas:
  - Observation
  - Decision Making
  - Oral Communication
  - Reading
  - Writing
  - Effective Learning
- Set forth a personal action plan for career development in all the skill areas

Spelling Challenge Scoring

1 point:

Word is misspelled; Team B says it is misspelled and gives the correct spelling.

1 point:

Word is spelled correctly; Team B says it is spelled correctly.

0 points:

Word is misspelled; Team B says it is misspelled but does not give the correct spelling.

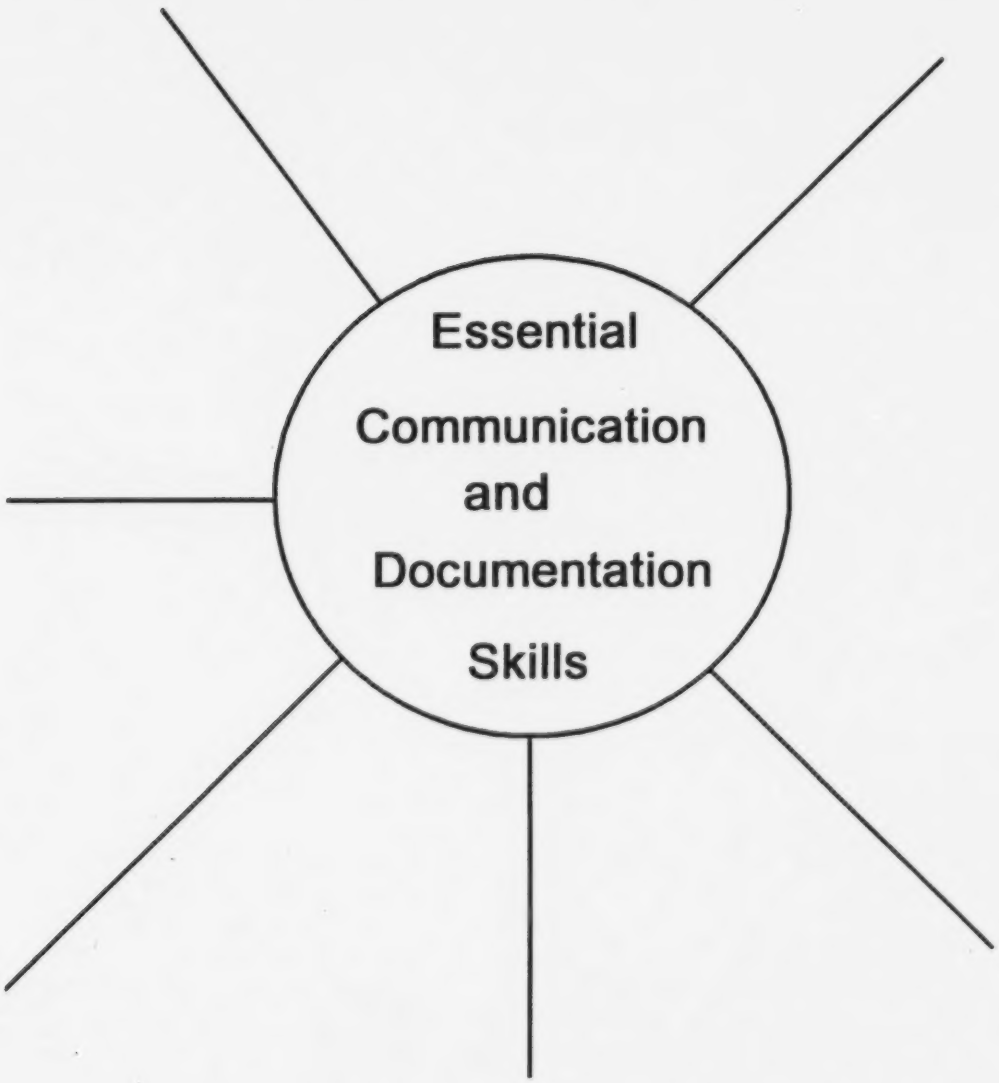
- Word is misspelled; Team B says it is correct.

Word is spelled correctly; Team B says it is misspelled.

PROGRAM OBJECTIVES

- Enhance awareness of the communication and documentation skills and responsibilities required at DFY
- Identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- Learn strategies for strengthening skills in observation,decision making, oral communication, reading, and writing
- Develop ownership for their own learning in training and on the job at DFY

Mind Map of Program Content



List of Portfolio Contents

Orientation	Handout 2:	Overview and Objectives
	Handout 5:	What I Know About Myself as a Learner
	Handout 6:	Summary and Closure
Observation	All Observation Sheets	
	Handout 6:	Summary and Closure
Decision Making	Handout 4:	Analyzing a Bad Decision
	Handout 5:	Summary and Closure
Listening and Speaking	Handout 5:	Using Feedback on the Job
	Handout 6:	Summary and Closure
Giving Directions	Handout 3:	Summary and Closure
Making Oral Reports	Handout 5:	Oral Report Checklist
	Handout 6:	Summary and Closure
Reading on the Job	Handout 1:	Using Pre Reading Techniques
	All Semantic Maps	
	Handout 6:	Using Reading Techniques
	Handout 7:	Summary and Closure
Form Documentation	Handout 1:	Form Documentation: a Guidelist
	Handout 5:	Summary and Closure
Writing Your Logs and Reports	All notes	
	All log entries (4)	
	All B/I/A Reports (3)	
	Draft and final copies	
	Handout 10:	Summary and Closure
Final Assessment and Action Planning	Pre-/Post-Assessements	
	Individual Development Plan	
	Handout 3:	Becoming an Effective Learner
	All self assessments from Day 5	

IDP Brainstorm

- How can you sharpen your observation skills?
- How can you improve your communication skills at work?
- How can you improve the way you make decisions on the job?
- In what ways would you like to improve reading skills?
- What aspects of your writing do you want to improve?

SUPPLEMENTAL NOTES AND MATERIALS FOR THE TRAINER

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Protocol for Individual Conference

1. What is your goal in the skill area of _____?

   Is it Specific?
   Is it Measurable?
   Is it Achievable?
   Is it Compatible?

2. How/Why did you arrive at the goal?

   (pre/post-training assessment, summary and closure sheets)

3. Does your goal corroborate with your assessment results?

   (pre/post assessment)

4. How will you measure progress? How will you know you've achieved your goal?

5. Have you set a time for goal accomplishment?

   (Refer to time line.)

6. What barriers may interfere with goal accomplishment?

   (Pre-assessment; post-assessment)

7. What institutional support do you need?

   (training, supervisor, tutoring, other)
   What will DFY provide?

8. Have you set a time for:

9. What barriers may interfere with goal accomplishment?

discipline

interview

adolescent

confidential

investigation

interferes

separate

allegedly

infringement

restraint

occasion

psychiatrist

referral

subsequently

inconsistent

hygiene

received

counsel

assaulted

attitude

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discipline

interview

adolescent

confidential

investigation

interferes

separate

allegedly

infringement

restraint

occasion

psychiatrist

referral

subsequently

inconsistent

hygiene

received

counsel

assaulted

attitude

Record of IDP/Conferencing

Name	Done with IDP	Done with Partnering	Done with Conference

Record of IDP/Conferencing

Name	Done with IDP	Done with Partnering	Done with Conference

Record of Learning Instruments

Name	Instrument 1	Instrument 2	Instrument 3

Record of Learning Instruments

Name	Instrument 1	Instrument 2	Instrument 3

PARTICIPANT MATERIALS

FOR

FINAL ASSESSMENT AND ACTION PLANNING

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ACTIVITY: Mind Map of Program Content

Purpose: To summarize the program content

Directions: Complete the mind map below with additional branches

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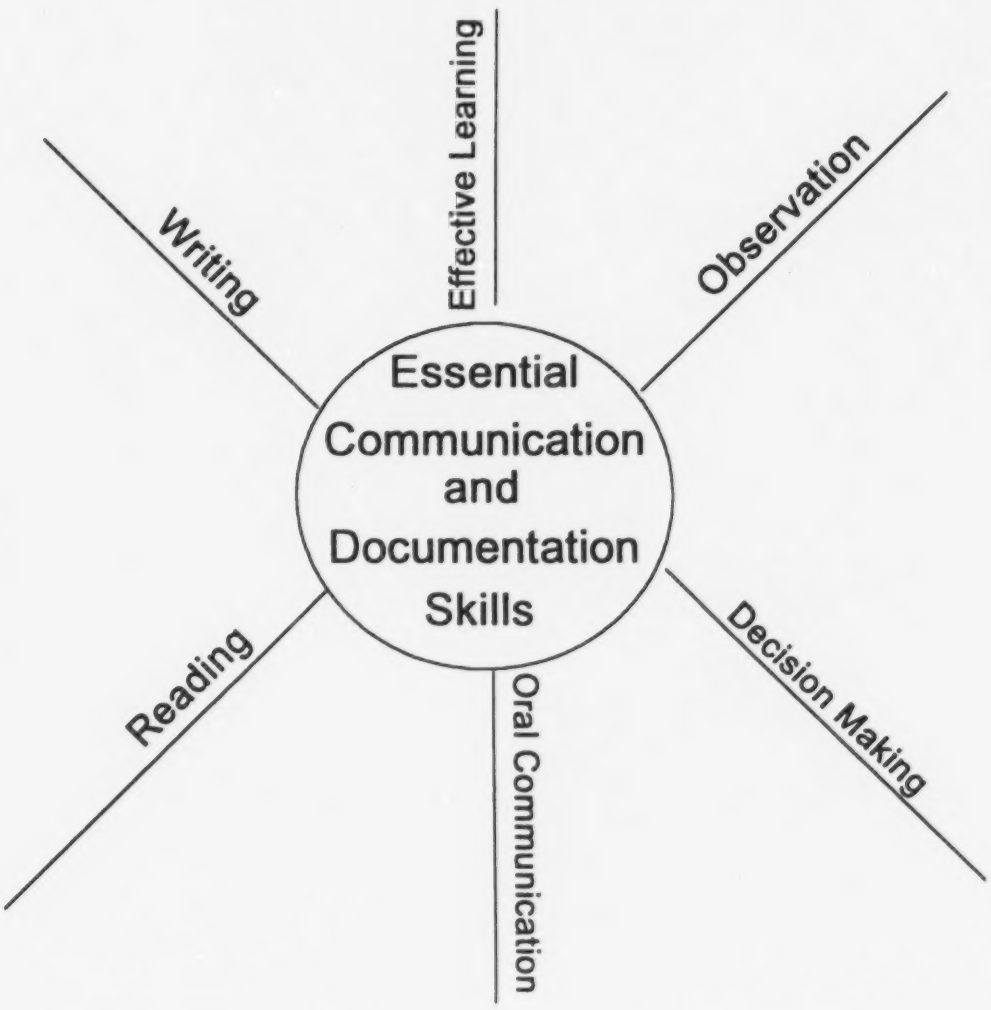

List of Portfolio Contents

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	Handout 6:	Summary and Closure
Observation	All Observation Sheets	
	Handout 6:	Summary and Closure
Decision Making	Handout 4:	Analyzing a Bad Decision
	Handout 5:	Summary and Closure
Listening and Speaking	Handout 5:	Using Feedback on the Job
	Handout 6:	Summary and Closure
Giving Directions	Handout 3:	Summary and Closure
Making Oral Reports	Handout 5:	Oral Report Checklist
	Handout 6:	Summary and Closure
Reading on the Job	Handout 1:	Using Pre Reading Techniques
	All Semantic Maps	
	Handout 6:	Using Reading Techniques
	Handout 7:	Summary and Closure
Form Documentation	Handout 1:	Form Documentation: a Guidelist
	Handout 5:	Summary and Closure
Writing Your Logs and Reports	All notes	
	All log entries (4)	
	All B/I/A Reports (3)	
	Draft and final copies	
	Handout 10:	Summary and Closure
Final Assessment and Action Planning	Pre/Post Assessements	
	Individual Development Plan	
	Handout 3:	Becoming a More Effective Learner
	All self assessments from Day 5	

The Individual Development Plan (IDP) Process

A. Introspective Observation

1. Do some individual brainstorming/thinking. Take notes.
2. Compare your Pre/Post Assessments.
3. Look over the answer you wrote to Question #3 on the ACTIVITY: Summary and Closure Handouts for each module.

B. Write the First Draft of Your IDP

Using your notes, decide on a goal in each area (observation skills, oral communication skills, etc.). Draft a plan to accomplish each goal. Use the "Participant Materials for the Individual Development Plan."

C. Assess Your Plan

1. Read over each section.
2. Make any changes. Make these changes in pencil on your draft. Do not rewrite the IDP at this time.

D. Choose a Planning Partner

1. Share one or more sections of your IDP with your partner, following the guidelines for constructive feedback that you used in the writing process. You can meet with your partner either before or after your individual conference with a trainer.
2. Help your partner to further clarify his/her goals and describe how he/she will reach them in specific terms.

E. Meet with the Trainer

1. Review the materials in your portfolio.
2. Go over the results of your pre-assessment and post-assessment.
3. Discuss each section of your IDP, particularly how you plan to measure your improvement, how you will know that you have achieved your goal, and the support you will need.

F. Revise Your IDP

Include all the editing changes. Complete the one-year timeline if appropriate.

ACTIVITY: Becoming a More Effective Learner

Purpose: To enhance your awareness of how you learn best and your motivation for self-directed learning.

Directions:

Complete the three instruments listed below. The facilitator will supply the instruments as you need them. Answer the questions on this handout as you complete the activities.

Learning Style Inventory

Cycle of Learning - Strengths and Weaknesses (Pages 4-5).

What is your preferred stage(s)? You learn from/by...

Your weaker stage(s)?

Learning Style, Grid, Types and Problem Solving (Pages 5-9).

Your style:

Description of your style

Combination of Learning Steps:

Characteristics of this style:

Your problems solving strengths and weaknesses:

Improving your Learning and Problem Solving (Pages 10-12).

* Explain a strategy you can use for improving your learning.

Learning Channel Preference

List your learning channel preference(s).

List characteristics of people with your preference(s).

* How can you use this information to improve your learning?

The Learning Preference Assessment

What is your current level of readiness?

What does this mean?

Why is high self-direction important?

* What can you do to improve your readiness?

Applying This Activity To Your Job at DFY

At the back of your Individual Development Plan you will find a page (F.) for Becoming a More Effective Learner on the Job. Please review the notes you just completed, especially the last question in each section marked with an asterisk (*) and complete your IDP.

Modes of Intaking Information

"I see what you're saying."

Visual

"Look at it this way."

"I hear you."

Auditory

"Listen to this."

"This is how it seems to me."

Tactile/Kinesthetic

"I have a good feel for how to do this."

"I learn better if I talk about it with other people."

Team Learning

"I learn better if I work by myself."

Independent

Printed with permission from Schwenker, Chris, *Maximizing Learning Power: A Workshop*, Rochester, NY, 1993

How to Find Your Preferred Sensory Learning Style

VISUAL LEARNERS - will typically say: -

"I *see* now"
"That *looks* right to me"
"I need to get it into *perspective*"
"I'm in the *dark* about..."
"I get the *picture*"
"That's an *enlightening* answer"
"I can *picture* that"

AUDITORY LEARNERS - will typcally say: -

"That *sounds* right"
"That *rings* a bell"
"Suddenly it *clicked*"
"Just *listen* to me"
"I get *tuned* into it"
"I *hear* what you say"
"Something *tells* me that's the answer"
"That *music* to my ears"
"I can *hear* you're unhappy"

KINESTHETIC LEARNERS - will typically say: -

"That *feels* right"
"It's an *intense* problem"
"It's a *smooth* answer to a tough problem"
"Give me a *concrete* example"
"I'm *groping* for an answer"
"I have a firm *grip* on the subject"
"I find it *difficult* to handle"

©Rose, Colin, *Accelerated Learning*, 1985, Accelerated Learning Systems, Ltd.

PREFERRED SENSORY STYLE

WHEN YOU:		*VISUAL*	*AUDITORY*	*KINESTHETIC*
CONCENTRATE	***do you***	get distracted by untidiness or movement	get distracted by sounds or noises	get distracted by movement
ARE ANGRY	***do you***	become silent and seethe	express it in an outburst	storm off, grit your teeth, clench your fist
TRY TO INTERPRET SOMEONE'S MOOD	***do you***	primarily look at their facial expression	listen to their tone of voice	watch their body movements
REWARD SOMEONE	***do you***	write out remarks of praise on their work or in a note	give them oral praise	give them a pat on the back
FORGET SOMETHING	***do you***	forget names but remember faces	forget faces but remember names	remember best what you did
RELAX	***do you***	prefer to watch T.V., read, see a play	prefer to listen to the radio/play records	prefer to play sports/games
ENJOY THE ARTS	***do you***	like paintings	like music	like dancing
LEARN	***do you***	like to see demonstrations, diagrams, slides, posters	like verbal instructions, talks and lectures	prefer direct involvement - learning through activities/role playing, etc.
SPELL	***do you***	try to see the word	use the phonetic approach	write the word down to find if it "feels" right
ARE INACTIVE	***do you***	look around, doodle, watch something	talk to yourself or other people	fidget

Adapted From: Rose, Colin, *Accelerated Learning*, 1985, Accelerated Learning Systems, Ltd.

Learning Channel Preference

Read each sentence carefully and think if it applies to you. On the line write:
3 - often applies 2 - sometimes applies 1 - never applies

___ 1 I enjoy doodling and even my notes have lots of pictures, arrows, etc in them
___ 2 I remember something better if I write it down
___ 3 I get lost or am late if someone TELLS me how to get to a new place and I didn't write down the directions
___ 4 When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my head
___ 5 If I am taking a test, I can "see" the textbook page and where the answer is
___ 6 It helps me to LOOK at the person when listening. It keeps me focused
___ 7 I had speech therapy
___ 8 It's hard for me to understand what a person is saying when there are people talking or music playing
___ 9 It s hard for me to understand a joke when someone tells me
___ 10 It is better for me to get work done in a quiet place

Visual Total _____

___ 1 My written work doesn't look neat to me. My papers have crossed-out words and erasures
___ 2 It helps to use my finger as a pointer when reading to keep my place
___ 3 Papers with very small print or blotchy dittos or poor copies are tough on me
___ 4 I understand how to do something if someone tells me rather than having to read the same thing to myself
___ 5 I remember things that I hear, rather than things that I see or read
___ 6 Writing is tiring. I press down too hard with my pen or pencil
___ 7 My eyes get tired fast, even though the eye doctor says my eyes are O K
___ 8 When I read, I mix up words that look alike, such as "them" and "then" and "bad" and "dad "
___ 9 It's hard for me to read other people's handwriting
___ 10 If I had the choice to learn new information via a lecture or a textbook I would choose to hear it rather than read it

Auditory Total _____

___ 1 I don't like to read directions, I'd rather just start doing
___ 2 I learn best when I am shown how to do something and I have the opportunity to do it
___ 3 Studying at a desk is not for me
___ 4 I tend to solve problems through a more trial and error approach, rather than from a step-by-step method
___ 5 Before I follow directions, it helps me to see someone else do it first
___ 6 I find myself needing frequent breaks while studying
___ 7 I am not skilled in giving verbal explanations or directions
___ 8 I do not become easily lost, even in strange surroundings
___ 9 I think better when I have the freedom to move around
___ 10 When I can't think of a specific work, I'll use my hands a lot and call something a "what-cha- ma-call-it" or a "thing-a-ma-jig "

(Tactile/Kinesthetic) Total _____

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PERSONAL PROGRESS PORTFOLIO

Materials

PARTICIPANT MATERIALS

FOR

THE ASSESSMENT PROCESS

_____

(Code)

_____

(Date)

Task 1: Observation

Purpose: To assess observation skills.

Directions: In the space below write notes on what you observed on the video tape.

Task 2: Decision Making

Purpose: To assess decision making skills.

Directions: In the space below write the decision(s) that should result at this point. (What should the YDA on duty say and/or do in addressing this situation?)

Task 3: Writing

Purpose: To assess log writing skills.

Directions: In the space below write the unit log entry for the incident on the videotape.

Task 4: Writing

Purpose: To assess report writing skills.

Directions: On the attached form, write the corresponding Behavior/Incident/ Activity Report for the incident you saw on videotape.

State of New York
DIVISION FOR YOUTH
Form DFY-2079 Rev. 11/85

BEHAVIOR INCIDENT ACTIVITY REPORT

☐ POSITIVE BEHAVIOR ☐ MISBEHAVIOR ☐ INCIDENT
Check all that apply
☐ CONTACT ☐ OBSERVATION ☐ OTHER

FACILITY COMMUNITY CARE OFFICE: _____ ACTIVITY-- Date _____ Time: _____ am pm
Name

SUBJECT OF REPORT (Person/Agency Involved): _____
Name (include agency title if applicable)

HOW REPORTED ☐ In Person ☐ By Telephone ☐ By Letter or Memorandum

SPECIFICS OF REPORT NATURE OF INCIDENT (Who, What, Where, How, Why, etc.): _____

ACTION TAKEN OR TO BE TAKEN (Please Be Specific): _____

Completed By: _____ _____ Date: _____
Name Title

FACILITY DIRECTOR COMMUNITY CARE SUPERVISOR USE

Copies sent to 1) _____ 2) _____ 3) _____

Unusual Incident: ☐ Yes ☐ No If Yes, complete Form DFY-2004

DISTRIBUTION -- *Facility: White -- Youth Case File, Yellow -- Community Care Office, Pink -- Originator Internal Distribution.*
Community Care Office: White -- Supervisor Youth File, Yellow -- Facility, Pink -- Originator Internal Distribution.

NOTE: Originator should send White and Yellow copies intact to the Facility Director/Community Care Supervisor.

Task 5: Reading

Purpose: To assess reading skills.

Directions:

1. Read the attached DFY policy.
2. Write notes to help you recall content.
   a. Write the main idea
   b. Write 4 - 6 key words
   c. Develop a semantic map of the content
3. Write a summary in your own words on the attached page.

Notes:

Summary:

A. INTRODUCTION

It is the responsibility of staff to anticipate and prevent the development of potentially dangerous and destructive situations in DFY facilities. Staff training can help in this regard. However, in spite of the best efforts of experienced and well trained staff, situations may occur which necessitate the use of physical force by staff. In such situations, (described below) staff are expected to take positive action using the approach which, in their judgment, poses minimum risk of injury to staff and youth.

B. POLICY

It is the policy of the Division to limit the use of physical force applied to DFY youth by DFYstaff to those circumstances in which there is no reasonable alternative.

C. DEFINITION

As used in this statement, the term "physical force" shall refer to physically restraining a resident and to physically moving a resident against his/her will from one place to another.

D. GENERAL RULES

1. Use physical force only to the extent necessary to accomplish the objectives described in this policy.

2. Physical force shall not be used as punishment.

3. In instances in which a resident must be fully restrained or subdued, call for help first, unless the situation clearly requires immediate action and the staff member judges that he/she can handle the situation without injury to staff or youth. In most instances the presence of more staff would deter a violent action and reduce the chance that a resident or a staff member will be hurt. If force is then necessary, the involvement of more than one staff member decreases the likelihood of injury to the youth or staff.

Task 6: Oral Communication

Purpose: To assess knowledge of oral communication skills.

Directions: Complete parts A, B, C following the directions on the following.

A. Below is a statement. Write three different responses to this statement using the technique of active listening that is identified.

Statement:

Ya know, every time when I talk to my mother, it's like she doesn't see me or hear what I'm saying. I don't think she cares about what happens to my life.

Technique	Response
1. Mirroring	1.
2. Questioning	2.
3. Paraphrasing	3.

B. When you do your unit check, you notice that Resident Brown has not done a good job of cleaning the bathroom this morning. You have been working on improving this behavior. Write an appropriate feedback statement on the lines below. Then identify the three components from your statement. You will not know Resident Brown's response.

_____

_____

_____

_____

_____

1. Behavior: _____

2. Affect: _____

3. Alternatives: _____

_____

4. Response:

C. **Below is a section from an oral shift report. In the spaces following, write one open and one closed question that would help you clarify the information in the report.**

Smith:
"Oh. Great! You're here on time tonight. I got a date that I wanna get to. And I gotta lotta stuff to do ahead a time. Everythin's cool here. Little bit a playin' around but really nothin' much goin' on. Pretty quiet. Have a good time. I'm outta here."

8. **Open:** _____

_____

9. **Closed:** _____

_____

PARTICIPANT MATERIALS FOR INDIVIDUAL DEVELOPMENT PLAN

Individual Development Plan

for

_____
(Name)

_____
(Date)

A. Observation Skills

Goal: _____
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

B. Oral Communication Skills

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

C. Decision-Making Skills

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

D. Reading Skills

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

E. Writing Skills

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

F. Effective Learning

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.

Individual Development Plan

One Year Planning Timeline

Goals List specific steps toward reaching goals	Write in names of months, beginning with this month S –>----------> A *(S = Start Date; A = Goal Accomplished)*											

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BECOMING AN EFFECTIVE LEARNER

ASSESSMENT INSTRUMENTS

LSI

LEARNING-STYLE INVENTORY

McBER & COMPANY

Name: _____

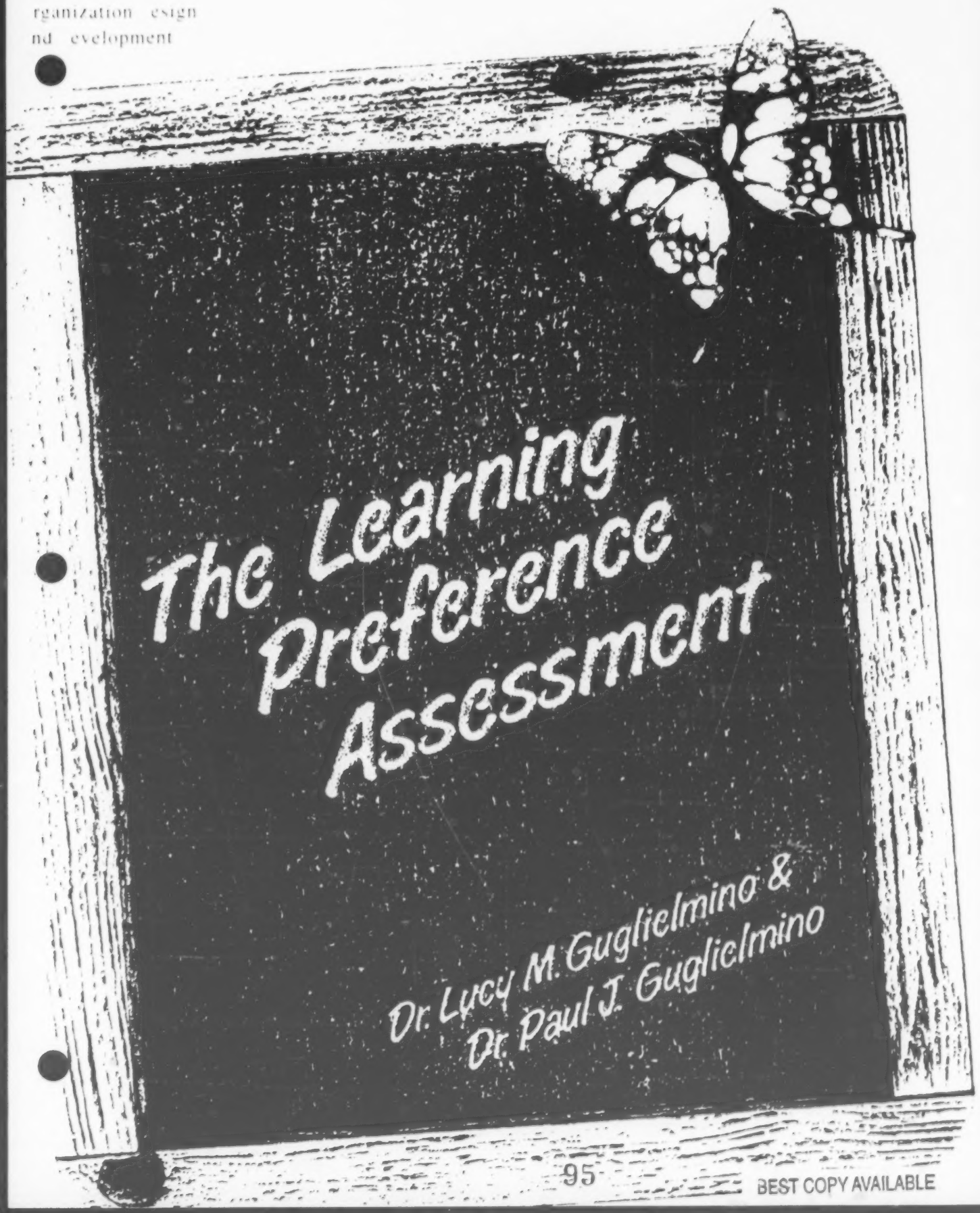
Position: _____

Organization: _____

Date: _____

Self-Scoring Inventory and Interpretation Booklet

McBer & Company
Training Resources Group
116 Huntington Avenue
Boston, Massachusetts 02116
(617) 437-7080



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The Learning Preference Assessment may be ordered from:

Organization Design and Development, Inc.
2002 Renaissance Boulevard, Suite 100
King of Prussia, Pennsylvania 19406
800-633-4533

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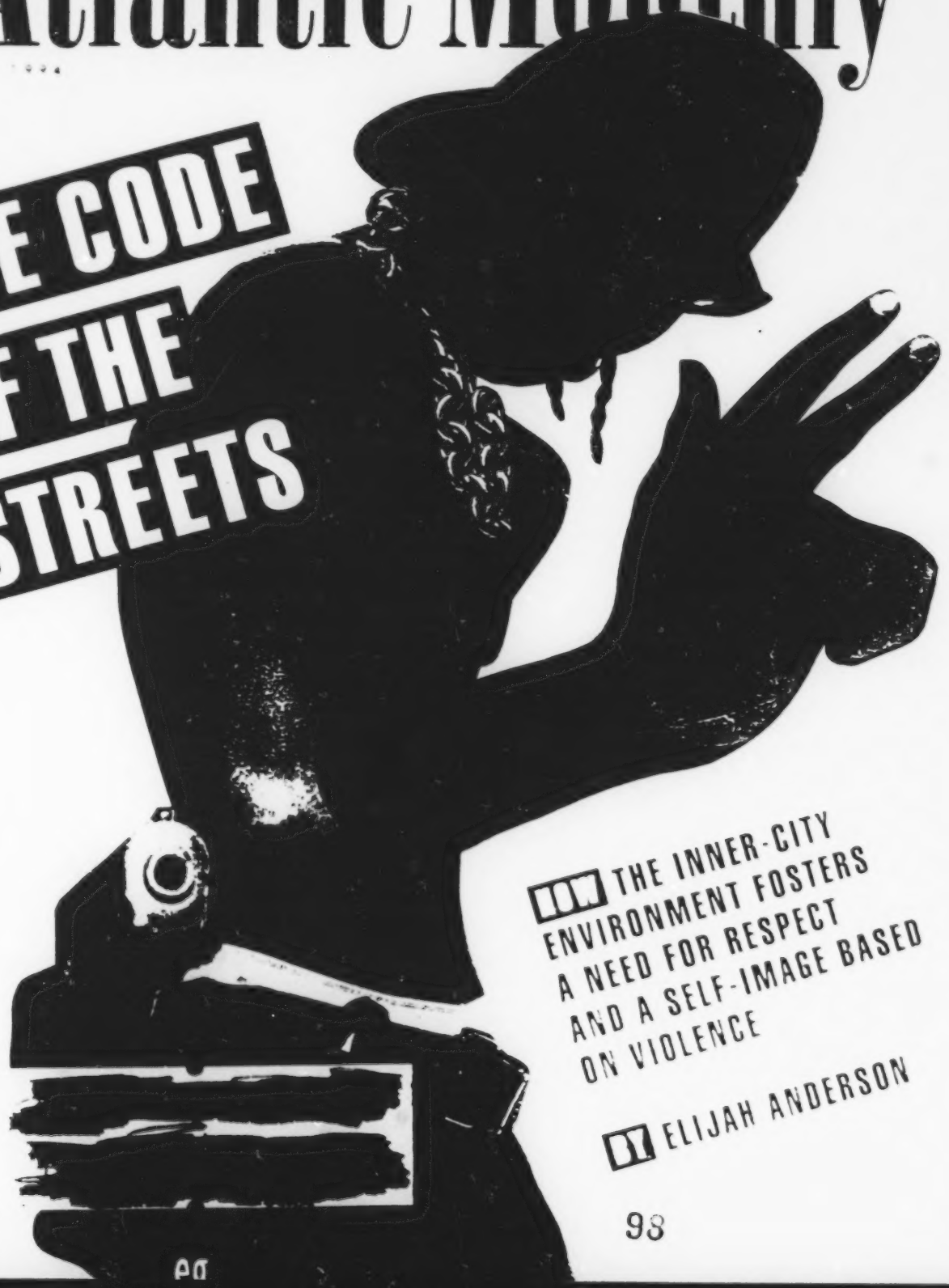
MAGAZINE ARTICLES

JAMES FALLOWS: WHY RUSH GOT BORING IN DEFENSE OF CABBIES

The Atlantic Monthly

MAY 1994

THE CODE OF THE STREETS



THE INNER-CITY ENVIRONMENT FOSTERS A NEED FOR RESPECT AND A SELF-IMAGE BASED ON VIOLENCE

BY ELIJAH ANDERSON

745 BOYLSTON STREET

In August of 1988 *The Atlantic Monthly* published an article by James S. Fishkin, a political scientist at the University of Texas, in which he presented a blueprint for a national caucus that would be a powerful corrective to our current system of opinion polling. Fishkin later expanded his article into a book, *Democracy and Deliberation*, and this month British television viewers will get a chance to watch the first large-scale test of the caucus.

Ordinary polls gauge what the public thinks about issues and candidates—no matter how little it may know about them. Fishkin's form of national caucus, which he now calls "deliberative polling," aims to gauge what the electorate would think if voters actually knew something about the issues they were giving opinions on. In the British test 400 citizens selected by random sampling were brought to Manchester last month for a long weekend of discussion and debate on the issue of crime. These representative Britons were paid a stipend for their participation. They read briefing material, met crime experts, questioned politicians, and debated among themselves. Only then were the respondents asked to give their opinions. The results of this survey, along with significant portions of the deliberations, are to be broadcast nationally by Britain's Channel 4 network and published in London's *Independent*.

Ultimately Fishkin would like to see deliberative polling play a role in U.S. national elections. Fishkin and PBS had organized such a poll for the 1992 presidential campaign, to be held a month before the Iowa caucuses, but it was canceled when funding fell short. During the 1996 campaign Fishkin is likely to get another chance. He now has commitments from all ten presidential libraries to sponsor a National Issues Convention in January of 1996, with approximately 600 randomly selected participants, to be held at the Lyndon Baines Johnson Presidential Library, in Austin, Texas. *The MacNeil/Lehrer NewsHour* will give the event television coverage. The British, too, have announced plans to offer a deliberative poll to coincide with their next national elections, which by law must be called sometime before April of 1997.

Since the 1968 elections Americans have enacted countless reforms and counter-reforms of the electoral process. But such tinkering, as Fishkin observed in these pages, "has been limited by a false dilemma: that we must choose between the competence of elites—well-informed but anti-democratic—and the superficialities of mass democracy." To some observers, town-hall meetings, Bill Clinton's favorite forum, constitute one way out of this dilemma. Deliberative polling, with its emphasis on the provision of accurate information and on sustained face-to-face interactions, may be better yet. —THE EDITORS

CONTRIBUTORS

Elijah Anderson ("The Code of the Streets") is the Charles and William Day Professor of the Social Sciences at the University of Pennsylvania. His essay in this issue of *The Atlantic* is based on research on violence and inner-city poverty funded by the Guggenheim Foundation. Anderson is the author of *Streetwise: Race, Class, and Change in an Urban Community* (1990).

Jack Beatty ("Who Speaks for the Middle Class?") is a senior editor of *The Atlantic*. He is the author of *The Rascal King: The Life and Times of James Michael Curley* (1992).

Patricia Corbett ("Babel all'Italiana") is the arts critic for *La Rivista dei Libri*, the Italian edition of *The New York Review of Books*. Her articles have appeared in *Apollo* and *Condé Nast Traveler*.

Les Daly ("The Prime of Los Angeles") is a freelance writer whose articles have appeared in *Reader's Digest*, *The New York Times Magazine*, and *Smithsonian*.

Gerald Dumas ("In 1903") is a writer and cartoonist. He is the author of *An Afternoon in Waterloo Park* (1988), a memoir.

Sheryl Fragin ("Taxi!"), formerly the executive editor of *News Inc.*, has written about regulatory agencies for *The New York Times Magazine* and *Newsweek*.

John Lewis Gaddis ("Who Really Started the Korean War?") is a professor of history and the director of the Baker Peace Studies Program at Ohio University. He is the author of several books, including *The United States and the End of the Cold War* (1992).

Edmund Guy (cover art) is a freelance illustrator who has received awards from the Society of Illustrators and *American Illustration*. A collage created by Guy has recently become part of the Smithsonian's collection.

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Lynne McMahon ("Post Natal"), an associate professor of English at the University of Missouri, is the author of *Faith* (1988) and *Devolution of the Nude* (1993).

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THE CODE OF THE STREETS

by ELIJAH ANDERSON

In this essay in urban anthropology a social scientist takes us inside a world most of us glimpse only in grisly headlines—"Teen Killed in Drive-By Shooting"—to show us how a desperate search for respect governs social relations among many African-American young men

OF all the problems besetting the poor inner-city black community, none is more pressing than that of interpersonal violence and aggression. It wreaks havoc daily with the lives of community residents and increasingly spills over into downtown and residential middle-class areas. Muggings, burglaries, carjackings, and drug-related shootings, all of which may leave their victims or innocent bystanders dead, are now common enough to concern all urban and many suburban residents. The inclination to violence springs from the circumstances of life among the ghetto poor—the lack of jobs that pay a living wage, the stigma of race, the fallout from rampant drug use and drug trafficking, and the resulting alienation and lack of hope for the future.

Simply living in such an environment places young people at special risk of falling victim to aggressive behavior. Although there are often forces in the community which can counteract

Illustrations by Edmund Guy

AT THE HEART OF THE CODE IS THE ISSUE OF RESPECT—LOOSELY DEFIN

the negative influences, by far the most powerful being a strong, loving, "decent" (as inner-city residents put it) family committed to middle-class values, the despair is pervasive enough to have spawned an oppositional culture, that of "the streets," whose norms are often consciously opposed to those of mainstream society. These two orientations—decent and street—socially organize the community, and their coexistence has important consequences for residents, particularly children growing up in the inner city. Above all, this environment means that even youngsters whose home lives reflect mainstream values—and the majority of homes in the community do—must be able to handle themselves in a street-oriented environment.

This is because the street culture has evolved what may be called a code of the streets, which amounts to a set of informal rules governing interpersonal public behavior, including violence. The rules prescribe both a proper comportment and a proper way to respond if challenged. They regulate the use of violence and so allow those who are inclined to aggression to precipitate violent encounters in an approved way. The rules have been established and are enforced mainly by the street-oriented, but on the streets the distinction between street and decent is often irrelevant; everybody knows that if the rules are violated, there are penalties. Knowledge of the code is thus largely defensive; it is literally necessary for operating in public. Therefore, even though families with a decency orientation are usually opposed to the values of the code, they often reluctantly encourage their children's familiarity with it to enable them to negotiate the inner-city environment.

At the heart of the code is the issue of respect—loosely defined as being treated "right," or granted the deference one deserves. However, in the troublesome public environment of the inner city, as people increasingly feel buffeted by forces beyond their control, what one deserves in the way of respect becomes more and more problematic and uncertain. This in turn further opens the issue of respect to sometimes intense interpersonal negotiation. In the street culture, especially among young people, respect is viewed as almost an external entity that is hard-won but easily lost, and so must constantly be guarded. The rules of the code in fact provide a framework for negotiating respect. The person whose very appearance—including his clothing, demeanor, and way of moving—deters transgressions feels that he possesses, and may be considered by others to possess, a measure of respect. With the right amount of respect, for instance, he can avoid "being bothered" in public. If he is bothered, not only may he be in physical danger but he has been disgraced or "dissed" (disrespected). Many of the forms that dissing can take might seem petty to middle-class people (maintaining eye contact for too long, for example), but to those invested in the street code, these actions become serious indications of the other person's intentions. Consequently, such people become very sensitive to advances and slights, which could well serve as warnings of imminent physical confrontation.

This hard reality can be traced to the profound sense of alienation from mainstream society and its institutions felt by many poor inner-city black people, particularly the young. The code of the streets is actually a cultural adaptation to a profound lack of faith in the police and the judicial system. The police are most often seen as representing the dominant white society and not caring to protect inner-city residents. When called, they may not respond, which is one reason many residents feel they must be prepared to take extraordinary measures to defend themselves and their loved ones against those who are inclined to aggression. Lack of police accountability has in fact been incorporated into the status system: the person who is believed capable of "taking care of himself" is accorded a certain deference, which translates into a sense of physical and psychological control. Thus the street code emerges where the influence of the police ends and personal responsibility for one's safety is felt to begin. Exacerbated by the proliferation of drugs and easy access to guns, this volatile situation results in the ability of the street-oriented minority (or those who effectively "go for bad") to dominate the public spaces.

DECENT AND STREET FAMILIES

ALTHOUGH almost everyone in poor inner-city neighborhoods is struggling financially and therefore feels a certain distance from the rest of America, the decent and the street family in a real sense represent two poles of value orientation, two contrasting conceptual categories. The labels "decent" and "street," which the residents themselves use, amount to evaluative judgments that confer status on local residents. The labeling is often the result of a social contest among individuals and families of the neighborhood. Individuals of the two orientations often coexist in the same extended family. Decent residents judge themselves to be so while judging others to be of the street, and street individuals often present themselves as decent, drawing distinctions between themselves and other people. In addition, there is quite a bit of circumstantial behavior—that is, one person may at different times exhibit both decent and street orientations, depending on the circumstances. Although these designations result from so much social jockeying, there do exist concrete features that define each conceptual category.

Generally, so-called decent families tend to accept mainstream values more fully and attempt to instill them in their

S BEING TREATED "RIGHT," OR GRANTED THE DEFERENCE ONE DESERVES.

children. Whether married couples with children or single-parent (usually female) households, they are generally "working poor" and so tend to be better off financially than their street-oriented neighbors. They value hard work and self-reliance and are willing to sacrifice for their children. Because they have a certain amount of faith in mainstream society, they harbor hopes for a better future for their children, if not for themselves. Many of them go to church and take a strong interest in their children's schooling. Rather than dwelling on the real hardships and inequities facing them, many such decent people, particularly the increasing number of grandmothers raising grandchildren, see their difficult situation as a test from God and derive great support from their faith and from the church community.

Extremely aware of the problematic and often dangerous environment in which they reside, decent parents tend to be strict in their child-rearing practices, encouraging children to respect authority and walk a straight moral line. They have an almost obsessive concern about trouble of any kind and remind their children to be on the lookout for people and situations that might lead to it. At the same time, they are themselves polite and considerate of others, and teach their children to be the same way. At home, at work, and in church, they strive hard to maintain a positive mental attitude and a spirit of cooperation.

So-called street parents, in contrast, often show a lack of consideration for other people and have a rather superficial sense of family and community. Though they may love their children, many of them are unable to cope with the physical and emotional demands of parenthood, and find it difficult to reconcile their needs with those of their children. These families, who are more fully invested in the code of the streets than the decent people are, may aggressively socialize their children into it in a normative way. They believe in the code and judge themselves and others according to its values.

In fact the overwhelming majority of families in the inner-city community try to approximate the decent-family model, but there are many others who clearly represent the worst fears of the decent family. Not only are their financial resources extremely limited, but what little they have may easily be misused. The lives of the street-oriented are often marked by disorganization. In the most desperate circumstances people frequently have a limited understanding of priorities and consequences, and so frustrations mount over bills, food, and, at times, drink, cigarettes, and drugs. Some turn toward self-destructive behavior; many street-oriented women are crack-addicted ("on the pipe"), alcoholic, or involved in complicated relationships with men who abuse them. In addition, the seeming intractability of their situation, caused in large part by the lack of well-paying jobs and the persistence of racial discrimination, has engendered deep-seated bitterness and anger in many of the most desperate and poorest blacks, especially young people. The need both to exercise a measure of control and to lash out at somebody is often reflected in the adults' relations with their children. At the least, the frustrations of persistent poverty shorten the fuse in such people—contributing to a lack of patience with anyone, child or adult, who irritates them.

In these circumstances a woman—or a man, although men are less consistently present in children's lives—can be quite aggressive with children, yelling at and striking them for the least little infraction of the rules she has set down. Often little if any serious explanation follows the verbal and physical punishment. This response teaches children a particular lesson. They learn that to solve any kind of interpersonal problem one must quickly resort to hitting or other violent behavior. Actual peace and quiet, and also the appearance of calm, respectful children conveyed to her neighbors and friends, are often what the young mother most desires, but at times she will be very aggressive in trying to get them. Thus she may be quick to beat her children, especially if they defy her law, not because she hates them but because this is the way she knows to control them. In fact, many street-oriented women love their children dearly. Many mothers in the community subscribe to the notion that there is a "devil in the boy" that must be beaten out of him or that socially "fast girls need to be whupped." Thus much of what borders on child abuse in the view of social authorities is acceptable parental punishment in the view of these mothers.

Many street-oriented women are sporadic mothers whose children learn to fend for themselves when necessary, foraging for food and money any way they can get it. The children are sometimes employed by drug dealers or become addicted themselves. These children of the street, growing up with little supervision, are said to "come up hard." They often learn to fight at an early age, sometimes using short-tempered adults around them as role models. The street-oriented home may be fraught with anger, verbal disputes, physical aggression, and even mayhem. The children observe these goings-on, learning the lesson that might makes right. They quickly learn to hit those who cross them, and the dog-eat-dog mentality prevails. In order to survive, to protect oneself, it is necessary to marshal inner resources and be ready to deal with adversity in a hands-on way. In these circumstances physical prowess takes on great significance.

In some of the most desperate cases, a street-oriented mother may simply leave her young children alone and unattended while she goes out. The most irresponsible women can be found at local bars and crack houses, getting high and socializing with other adults. Sometimes a troubled woman will leave very young children alone for days at a time. Reports of crack addicts abandoning their children have be-

come common in drug-infested inner-city communities. Neighbors or relatives discover the abandoned children, often hungry and distraught over the absence of their mother. After repeated absences, a friend or relative, particularly a grandmother, will often step in to care for the young children, sometimes petitioning the authorities to send her, as guardian of the children, the mother's welfare check, if the mother gets one. By this time, however, the children may well have learned the first lesson of the streets: survival itself, let alone respect, cannot be taken for granted; you have to fight for your place in the world.

CAMPAIGNING FOR RESPECT

THESE realities of inner-city life are largely absorbed on the streets. At an early age, often even before they start school, children from street-oriented homes gravitate to the streets, where they "hang"—socialize with their peers. Children from these generally permissive homes have a great deal of latitude and are allowed to "rip and run" up and down the street. They often come home from school, put their books down, and go right back out the door. On school nights eight- and nine-year-olds remain out until nine or ten o'clock (and teenagers typically come in whenever they want to). On the streets they play in groups that often become the source of their primary social bonds. Children from decent homes tend to be more carefully supervised and are thus likely to have curfews and to be taught how to stay out of trouble.

When decent and street kids come together, a kind of social shuffle occurs in which children have a chance to go either way. Tension builds as a child comes to realize that he must choose an orientation. The kind of home he comes from influences but does not determine the way he will ultimately turn out—although it is unlikely that a child from a thoroughly street-oriented family will easily absorb decent values on the streets. Youths who emerge from street-oriented families but develop a decency orientation almost always learn those values in another setting—in school, in a youth group, in church. Often it is the result of their involvement with a caring "old head" (adult role model).

In the street, through their play, children pour their individual life experiences into a common knowledge pool, affirming, confirming, and elaborating on what they have observed in the home and matching their skills against those of others. And they learn to fight. Even small children test one another, pushing and shoving, and are ready to hit other children over circumstances not to their liking. In turn, they are readily hit by other children, and the child who is toughest prevails. Thus the violent resolution of disputes, the hitting and cursing, gains social reinforcement. The child in effect is initiated into a system that is really a way of campaigning for respect.

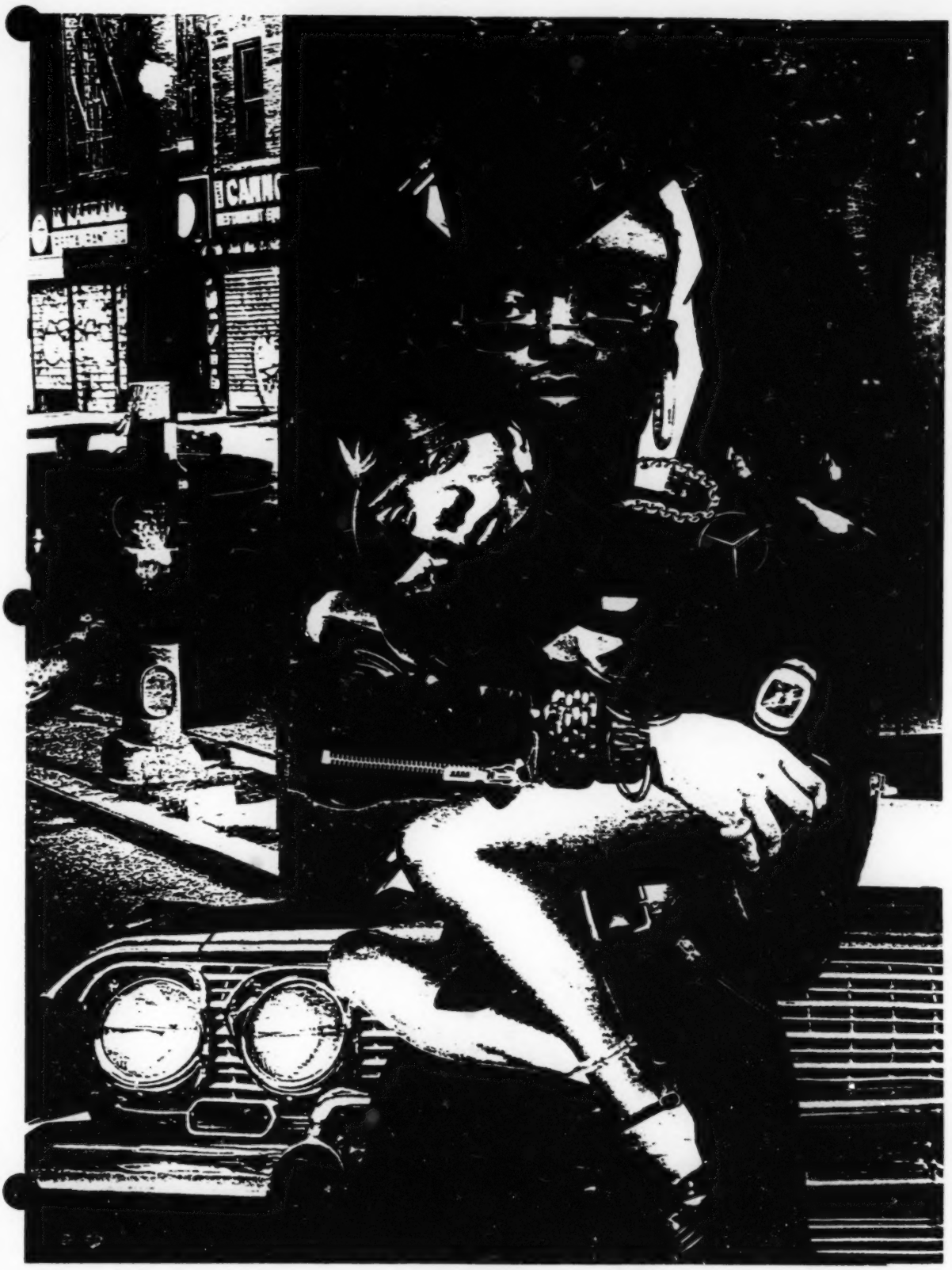
In addition, younger children witness the disputes of older children, which are often resolved through cursing and abusive talk, if not aggression or outright violence. They see that one child succumbs to the greater physical and mental abilities of the other. They are also alert and attentive witnesses to the verbal and physical fights of adults, after which they compare notes and share their interpretations of the event. In almost every case the victor is the person who physically won the altercation, and this person often enjoys the esteem and respect of onlookers. These experiences reinforce the lessons the children have learned at home: might makes right, and toughness is a virtue, while humility is not. In effect they learn the social meaning of fighting. When it is left virtually unchallenged, this understanding becomes an ever more important part of the child's working conception of the world. Over time the code of the streets becomes refined.

Those street-oriented adults with whom children come in contact—including mothers, fathers, brothers, sisters, boyfriends, cousins, neighbors, and friends—help them along in forming this understanding by verbalizing the messages they are getting through experience: "Watch your back." "Protect yourself." "Don't punk out." "If somebody messes with you, you got to pay them back." "If someone disses you, you got to straighten them out." Many parents actually impose sanctions if a child is not sufficiently aggressive. For example, if a child loses a fight and comes home upset, the parent might respond, "Don't you come in here crying that somebody beat you up; you better get back out there and whup his ass. I didn't raise no punks! Get back out there and whup his ass. If you don't whup his ass, I'll whup your ass when you come home." Thus the child obtains reinforcement for being tough and showing nerve.

While fighting, some children cry as though they are doing something they are ambivalent about. The fight may be against their wishes, yet they may feel constrained to fight or face the consequences—not just from peers but also from caretakers or parents, who may administer another beating if they back down. Some adults recall receiving such lessons from their own parents and justify repeating them to their children as a way to toughen them up. Looking capable of taking care of oneself as a form of self-defense is a dominant theme among both street-oriented and decent adults who worry about the safety of their children. There is thus at times a convergence in their child-rearing practices, although the rationales behind them may differ.

SELF-IMAGE BASED ON "JUICE"

BY the time they are teenagers, most youths have either internalized the code of the streets or at least learned the need to comport themselves in accordance with its rules, which chiefly have to do with interpersonal communication. The code revolves around the presen-



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tation of self. Its basic requirement is the display of a certain predisposition to violence. Accordingly, one's bearing must send the unmistakable if sometimes subtle message to "the next person" in public that one is capable of violence and mayhem when the situation requires it, that one can take care of oneself. The nature of this communication is largely determined by the demands of the circumstances but can include facial expressions, gait, and verbal expressions—all of which are geared mainly to deterring aggression. Physical appearance, including clothes, jewelry, and grooming, also plays an important part in how a person is viewed; to be respected, it is important to have the right look.

Even so, there are no guarantees against challenges, because there are always people around looking for a fight to increase their share of respect—or "juice," as it is sometimes called on the street. Moreover, if a person is assaulted, it is important, not only in the eyes of his opponent but also in the eyes of his "running buddies," for him to avenge himself. Otherwise he risks being "tried" (challenged) or "moved on" by any number of others. To maintain his honor he must show he is not someone to be "messed with" or "dissed." In general, the person must "keep himself straight" by managing his position of respect among others; this involves in part his self-image, which is shaped by what he thinks others are thinking of him in relation to his peers.

Objects play an important and complicated role in establishing self-image. Jackets, sneakers, gold jewelry, reflect not just a person's taste, which tends to be tightly regulated among adolescents of all social classes, but also a willingness to possess things that may require defending. A boy wearing a fashionable, expensive jacket, for example, is vulnerable to attack by another who covets the jacket and either cannot afford to buy one or wants the added satisfaction of depriving someone else of his. However, if the boy forgoes the desirable jacket and wears one that isn't "hip," he runs the risk of being teased and possibly even assaulted as an unworthy person. To be allowed to hang with certain prestigious crowds, a boy must wear a different set of expensive clothes—sneakers and athletic suit—every day. Not to be able to do so might make him appear socially deficient. The youth comes to covet such items—especially when he sees easy prey wearing them.

In acquiring valued things, therefore, a person shores up his identity—but since it is an identity based on having things, it is highly precarious. This very precariousness gives a heightened sense of urgency to staying even with peers, with whom the person is actually competing. Young men and women who are able to command respect through their presentation of self—by allowing their possessions and their body language to speak for them—may not have to campaign for regard but may, rather, gain it by the force of their manner. Those who are unable to command respect in this way must actively campaign for it—and are thus particularly alive to slights.

One way of campaigning for status is by taking the possessions of others. In this context, seemingly ordinary objects can become trophies imbued with symbolic value that far exceeds their monetary worth. Possession of the trophy

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THE BODY OF MY BROTHER OSIRIS IS IN THE MUSTARD SEED

Seed from an early Egyptian tomb,
after water damage to the case
in the *Historisches Museum*,
sprouted in 1955.

That was the year my brother's foot
slipped on spray-wet log.
He was gone
into the whitewater out of sight.

Just downstream
the back of his head
came up
in a narrow chute.

Between terrible rocks
the back of my brother's head
looked wet and small and dark.
I watched it through the roar.

Through tears, afraid
to pray, I told God
he was swimming. Wait.
He would lift his face.

—BROOKS HAXTON

A VIOLENT DEATH MAY BE PREFERABLE TO BEING "DISSED" BY ANOTHER.

can symbolize the ability to violate somebody—to "get in his face," to take something of value from him, to "dis" him, and thus to enhance one's own worth by stealing someone else's. The trophy does not have to be something material. It can be another person's sense of honor, snatched away with a derogatory remark. It can be the outcome of a fight. It can be the imposition of a certain standard, such as a girl's getting herself recognized as the most beautiful. Material things, however, fit easily into the pattern. Sneakers, a pistol, even somebody else's girlfriend, can become a trophy. When a person can take something from another and then flaunt it, he gains a certain regard by being the owner, or the controller, of that thing. But this display of ownership can then provoke other people to challenge him. This game of who controls what is thus constantly being played out on inner-city streets, and the trophy—extrinsic or intrinsic, tangible or intangible—identifies the current winner.

An important aspect of this often violent give-and-take is its zero-sum quality. That is, the extent to which one person can raise himself up depends on his ability to put another person down. This underscores the alienation that permeates the inner-city ghetto community. There is a generalized sense that very little respect is to be had, and therefore everyone competes to get what affirmation he can of the little that is available. The craving for respect that results gives people thin skins. Shows of deference by others can be highly soothing, contributing to a sense of security, comfort, self-confidence, and self-respect. Transgressions by others which go unanswered diminish these feelings and are believed to encourage further transgressions. Hence one must be ever vigilant against the transgressions of others or even *appearing* as if transgressions will be tolerated. Among young people, whose sense of self-esteem is particularly vulnerable, there is an especially heightened concern with being disrespected. Many inner-city young men in particular crave respect to such a degree that they will risk their lives to attain and maintain it.

The issue of respect is thus closely tied to whether a person has an inclination to be violent, even as a victim. In the wider society people may not feel required to retaliate physically after an attack, even though they are aware that they have been degraded or taken advantage of. They may feel a great need to defend themselves *during* an attack, or to behave in such a way as to deter aggression (middle-class people certainly can and do become victims of street-oriented youths), but they are much more likely than street-oriented people to feel that they can walk away from a possible altercation with their self-esteem intact. Some people may even have the strength of character to flee, without any thought that their self-respect or esteem will be diminished.

In impoverished inner-city black communities, however, particularly among young males and perhaps increasingly among females, such flight would be extremely difficult. To run away would likely leave one's self-esteem in tatters. Hence people often feel constrained not only to stand up and at least attempt to resist during an assault but also to "pay back"—to seek revenge—after a successful assault on their person. This may include going to get a weapon or even getting relatives involved. Their very identity and self-respect, their honor, is often intricately tied up with the way they perform on the streets during and after such encounters. This outlook reflects the circumscribed opportunities of the inner-city poor. Generally people outside the ghetto have other ways of gaining status and regard, and thus do not feel so dependent on such physical displays.

BY TRIAL OF MANHOOD

On the street, among males these concerns about things and identity have come to be expressed in the concept of "manhood." Manhood in the inner city means taking the prerogatives of men with respect to strangers, other men, and women—being distinguished as a man. It implies physicality and a certain ruthlessness. Regard and respect are associated with this concept in large part because of its practical application: if others have little or no regard for a person's manhood, his very life and those of his loved ones could be in jeopardy. But there is a chicken-and-egg aspect to this situation: one's physical safety is more likely to be jeopardized in public *because* manhood is associated with respect. In other words, an existential link has been created between the idea of manhood and one's self-esteem, so that it has become hard to say which is primary. For many inner-city youths, manhood and respect are flip sides of the same coin; physical and psychological well-being are inseparable, and both require a sense of control, of being in charge.

The operating assumption is that a man, especially a real man, knows what other men know—the code of the streets. And if one is not a real man, one is somehow diminished as a person, and there are certain valued things one simply does not deserve. There is thus believed to be a certain justice to the code, since it is considered that everyone has the opportunity to know it. Implicit in this is that everybody is held responsible for being familiar with the code. If the victim of a mugging, for example, does not know the code and so responds "wrong," the perpetrator may feel justified even in killing him and may feel no remorse. He may think, "Too bad, but it's his fault. He should have known better."

So when a person ventures outside, he must adopt the code—a kind of shield, really—to prevent others from "messing with" him. In these circumstances it is easy for

people to think they are being tried or tested by others even when this is not the case. For it is sensed that something extremely valuable is at stake in every interaction, and people are encouraged to rise to the occasion, particularly with strangers. For people who are unfamiliar with the code—generally people who live outside the inner city—the concern with respect in the most ordinary interactions can be frightening and incomprehensible. But for those who are invested in the code, the clear object of their demeanor is to discourage strangers from even thinking about testing their manhood. And the sense of power that attends the ability to deter others can be alluring even to those who know the code without being heavily invested in it—the decent inner-city youths. Thus a boy who has been leading a basically decent life can, in trying circumstances, suddenly resort to deadly force.

Central to the issue of manhood is the widespread belief that one of the most effective ways of gaining respect is to manifest "nerve." Nerve is shown when one takes another person's possessions (the more valuable the better), "messes with" someone's woman, throws the first punch, "gets in someone's face," or pulls a trigger. Its proper display helps on the spot to check others who would violate one's person and also helps to build a reputation that works to prevent future challenges. But since such a show of nerve is a forceful expression of disrespect toward the person on the receiving end, the victim may be greatly offended and seek to retaliate with equal or greater force. A display of nerve, therefore, can easily provoke a life-threatening response, and the background knowledge of that possibility has often been incorporated into the concept of nerve.

True nerve exposes a lack of fear of dying. Many feel that it is acceptable to risk dying over the principle of respect. In fact, among the hard-core street-oriented, the clear risk of violent death may be preferable to being "dissed" by another. The youths who have internalized this attitude and convincingly display it in their public bearing are among the most threatening people of all, for it is commonly assumed that they fear no man. As the people of the community say, "They are the baddest dudes on the street." They often lead an existential life that may acquire meaning only when they are faced with the possibility of imminent death. Not to be afraid to die is by implication to have few compunctions about taking another's life. Not to be afraid to die is the quid pro quo of being able to take somebody else's life—for the right reasons, if the situation demands it. When others believe this is one's position, it gives one a real sense of power on the streets. Such credibility is what many inner-city youths strive to achieve, whether they are decent or street-oriented, both because of its practical defensive value and because of the positive way it makes them feel about themselves. The difference between the decent and the street-oriented youth is often that the decent youth makes a conscious decision to appear tough and manly, in another setting—with teachers, say, or at his part-time job—he can be polite and deferential. The street-oriented youth, on the other hand, has made the concept of manhood a part of his very identity; he has difficulty manipulating it—it often controls him.

GIRLS AND BOYS

INCREASINGLY, teenage girls are mimicking the boys and trying to have their own version of "manhood." Their goal is the same—to get respect, to be recognized as capable of setting or maintaining a certain standard. They try to achieve this end in the ways that have been established by the boys, including posturing, abusive language, and the use of violence to resolve disputes, but the issues for the girls are different. Although conflicts over turf and status exist among the girls, the majority of disputes seem rooted in assessments of beauty (which girl in a group is "the cutest"), competition over boyfriends, and attempts to regulate other people's knowledge of and opinions about a girl's behavior or that of someone close to her, especially her mother.

A major cause of conflicts among girls is "he say, she say." This practice begins in the early school years and continues through high school. It occurs when "people," particularly girls, talk about others, thus putting their "business in the streets." Usually one girl will say something negative about another in the group, most often behind the person's back. The remark will then get back to the person talked about. She may retaliate or her friends may feel required to "take up for" her. In essence this is a form of group gossiping in which individuals are negatively assessed and evaluated. As with much gossip, the things said may or may not be true, but the point is that such imputations can cast aspersions on a person's good name. The accused is required to defend herself against the slander, which can result in arguments and fights, often over little of real substance. Here again is the problem of low self-esteem, which encourages youngsters to be highly sensitive to slights and to be vulnerable to feeling easily "dissed." To avenge the dissing, a fight is usually necessary.

Because boys are believed to control violence, girls tend to defer to them in situations of conflict. Often if a girl is attacked or feels slighted, she will get a brother, uncle, or cousin to do her fighting for her. Increasingly, however, girls are doing their own fighting and are even asking their male relatives to teach them how to fight. Some girls form groups that attack other girls or take things from them. A hard-core segment of inner-city girls inclined toward violence seems to be developing. As one thirteen-year-old girl in a detention center for youths who have committed violent acts told me, "To get people to leave you alone, you gotta fight. Talking don't always get you out of stuff." One major difference between girls and boys: girls rarely use guns. Their fights are therefore not life-or-death struggles. Girls are not often willing to put their lives on the line for "manhood." The ultimate form of respect on the male-dominated inner-city street is thus reserved for men.

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"GOING FOR BAD"

IN the most fearsome youths such a cavalier attitude toward death grows out of a very limited view of life. Many are uncertain about how long they are going to live and believe they could die violently at any time. They accept this fate; they live on the edge. Their manner conveys the message that nothing intimidates them; whatever turn the encounter takes, they maintain their attack—rather like a pit bull, whose spirit many such boys admire. The demonstration of such tenacity "shows heart" and earns their respect.

This fearlessness has implications for law enforcement. Many street-oriented boys are much more concerned about the threat of "justice" at the hands of a peer than at the hands of the police. Moreover, many feel not only that they have little to lose by going to prison but that they have something to gain. The toughening-up one experiences in prison can actually enhance one's reputation on the streets. Hence the system loses influence over the hard core who are without jobs, with little perceptible stake in the system. If mainstream society has done nothing *for* them, they counter by making sure it can do nothing *to* them.

At the same time, however, a competing view maintains that true nerve consists in backing down, walking away from a fight, and going on with one's business. One fights only in self-defense. This view emerges from the decent philosophy that life is precious, and it is an important part of the socialization process common in decent homes. It discourages violence as the primary means of resolving disputes and encourages youngsters to accept nonviolence and talk as confrontational strategies. But "if the deal goes down," self-defense is greatly encouraged. When there is enough positive support for this orientation, either in the home or among one's peers, then nonviolence has a chance to prevail. But it prevails at the cost of relinquishing a claim to being bad and tough, and therefore sets a young person up as at the very least alienated from street-oriented peers and quite possibly a target of derision or even violence.

Although the nonviolent orientation rarely overcomes the impulse to strike back in an encounter, it does introduce a certain confusion and so can prompt a measure of soul-searching, or even profound ambivalence. Did the person back down with his respect intact or did he back down only to be judged a "punk"—a person lacking manhood? Should he or she have acted? Should he or she have hit the other person in the mouth? These questions beset many young men and women during public confrontations. What is the "right" thing to do? In the quest for honor, respect, and local status—which few young people are uninterested in—common sense most often prevails, which leads many to opt for the tough approach, enacting their own particular versions of the display of nerve. The presentation of oneself as rough and tough is very often quite acceptable until one is tested. And then that presentation may help the person pass the test, because it will cause fewer questions to be asked about what he did and why. It is hard for a person to explain why he lost the fight or why he backed down. Hence many will strive to appear to "go for bad," while hoping they will never be tested. But when they are tested, the outcome of the situation may quickly be out of their hands, as they become wrapped up in the circumstances of the moment.

AN OPPOSITIONAL CULTURE

THE attitudes of the wider society are deeply implicated in the code of the streets. Most people in inner-city communities are not totally invested in the code, but the significant minority of hard-core street youths who are have to maintain the code in order to establish reputations, because they have—or feel they have—few other ways to assert themselves. For these young people the standards of the street code are the only game in town. The extent to which some children—particularly those who through upbringing have become most alienated and those lacking in strong and conventional social support—experience, feel, and internalize racist rejection and contempt from mainstream society may strongly encourage them to express contempt for the more conventional society in turn. In dealing with this contempt and rejection, some youngsters will consciously invest themselves and their considerable mental resources in what amounts to an oppositional culture to preserve themselves and their self-respect. Once they do, any respect they might be able to garner in the wider system pales in comparison with the respect available in the local system; thus they often lose interest in even attempting to negotiate the mainstream system.

At the same time, many less alienated young blacks have assumed a street-oriented demeanor as a way of expressing their blackness while really embracing a much more moderate way of life; they, too, want a nonviolent setting in which to live and raise a family. These decent people are trying hard to be part of the mainstream culture, but the racism, real and perceived, that they encounter helps to legitimate the oppositional culture. And so on occasion they adopt street behavior. In fact, depending on the demands of the situation, many people in the community slip back and forth between decent and street behavior.

A vicious cycle has thus been formed. The hopelessness and alienation many young inner-city black men and women feel, largely as a result of endemic joblessness and persistent racism, fuels the violence they engage in. This violence serves to confirm the negative feelings many whites and some middle-class blacks harbor toward the ghetto poor, further legitimating the oppositional culture and the code of the streets in the eyes of many poor young blacks. Unless this cycle is broken, attitudes on both sides will become increasingly entrenched, and the violence, which claims victims black and white, poor and affluent, will only escalate.

Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment**, as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

The Guide to Contextualized Workplace Tutoring and The Administrator's Guide are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

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MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

Ship Material To

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Comments

NYS DIVISION FOR YOUTH

ORDER FORM

Description of Material

"Staff Decisions" **Videotape Training Program and Facilitator's Manual (VHS only)**

Cost: $ 25.00 (includes shipping and handling)

Payment Information

☐ Postal Money Order ☐ Cashier's Check ☐ Voucher/Purchase Order (Enclosed)

Quantity: _____
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Make Payable and Send To:
NYS DIVISION FOR YOUTH
Attention: Bureau of Staff Development
& Training
52 Washington Street
Rensselaer, NY 12144

For Additional Information contact: Margaret W. Davis (518) 473-4474

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